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ABSTRACT

This volume of resource listings is intended to assist state and local administrators of vocational special needs programs, special needs educators, counselors, researchers, policymakers, and others in locating resources for developing or improving programs and services for youth and adults with limited English proficiency. Materials listed in this guide include 85 publications; 21 newsletters; 2 journals; 22 agencies, associations, and organizations; 18 centers for educational information and services; 9 clearinghouses; 3 computer-based information networks; and 7 databases. The entries are categorized by the following cluster headings of the common components of exemplary programs: program administration, curriculum and instruction, comprehensive support services, formalized articulation and communication, and occupational experience. Resources on general literature and model programs and practices are also included. For each entry, an annotation, the price, ordering information, and address are provided. Listings are indexed by title and by author. (KC)

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NCRVE

National Center for Research in
Vocational Education

University of California, Berkeley

STUDENTS WITH
LIMITED ENGLISH PROFICIENCY:
SELECTED RESOURCES
FOR VOCATIONAL PREPARATION

Volume 2

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STUDENTS WITH LIMITED ENGLISH PROFICIENCY: SELECTED RESOURCES FOR VOCATIONAL PREPARATION

Volume 2

Compiled by
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University of Illinois

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MDS-432

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PREFACE

It is estimated that the population of the United States will have increased seventeen percent between the years 1980 and 2000. In that same time period, however, the nation's language minority population is expected to increase by thirty-two percent. The number of school-aged children from non-English language backgrounds is expected to increase at more than twice the rate of children in the general population (Lara & Hoffman, 1990). These trends represent an important educational challenge: providing both youth and adults who are limited English proficient (LEP) with the vocational and academic skills that will enable them to succeed in the nation's rapidly changing economy. Vocational education answers this challenge. This second volume of *Students with Limited English Proficiency: Selected Resources for Vocational Preparation* is intended to assist state and local administrators of vocational special needs programs, special needs educators, counselors, researchers, policymakers, and others in locating resources for developing or improving programs and services for LEP youth and adults.

Materials contained in this document include publications, newsletters, journals, agencies, associations, organizations, centers for educational information/services, clearinghouses, computer-based information networks, and databases. The entries are categorized by the following cluster headings of the common components of exemplary programs: program administration, curriculum and instruction, comprehensive support services, formalized articulation and communication, and occupational experience. Resources on general literature and model programs and practices are also included.

This guide is *not* intended to be an exhaustive listing of all available resources. Materials are included which are representative of the field. For each entry, an annotation, the price, ordering information, and address (whenever possible) are provided. Resources should be ordered directly from the publisher listed in each annotation.

To avoid duplication, many entries appearing in the first Technical Assistance for Special Populations Program (TASPP) resource guide on limited English proficiency were omitted. Entries for organizations and centers for educational information/services were updated in this volume due to numerous address changes. For a comprehensive listing of entries, the first volume of the resource guide on limited English proficiency will be helpful.

TASPP has also developed resource guides on teen parents, transition, at-risk youth and adults, the unique needs of rural and urban students with disabilities, and the Perkins Act of 1990. These as well as both volumes of the resource guides for LEP materials may be obtained through the National Center for Research in Vocational Education, Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455, (800) 637-7652.

Source: Lara, J., & Hoffman, E. (1990, February). *School success for limited English proficient students: The challenge and state response.* Washington, DC: Council of Chief State School Officers.

TECHNICAL ASSISTANCE FOR SPECIAL POPULATIONS PROGRAM

Mission

The Technical Assistance for Special Populations Program (TASPP) works nationally to increase vocational program accessibility, quality, and availability for youth and adults from special populations.

Objectives

- Increase awareness and understanding of critical issues in vocational special needs education, and

- promote exemplary program activity and the adoption of model practices.

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A service program of the National Center for Research in Vocational Education, University of California at Berkeley. TASPP is located at the University of Illinois. Additional information on TASPP services, activities, and publications is available on request.

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PUBLICATIONS

PROGRAM ADMINISTRATION

Accommodating Change and Diversity: Multicultural Practices in Rural Schools
Ford Western Taskforce. (1990, July).
Manhattan: Kansas State University, Rural Clearinghouse for Lifelong Education and Development.

This document explores ethnic diversity in rural communities. Five case studies of multicultural reform in rural schools are included. Multicultural practices used in rural schools, resources, and contacts are described. mcw (96 pages, $12.00)

Rural Clearinghouse for
Lifelong Education and
Development
College Court Building
Kansas State University
Manhattan, KS 66506-6001
(913) 532-5560

Bilingual and Special Education: Procedural Manual for Administrators
Vasquez-Chairez, M. (1987).
Sacramento, CA: Resources in Special Education.

The limited-English proficient (LEP) special education student presents special problems to program administrators attempting to comply with two different sets of legislation. This manual gives practical information on how to identify LEP students for special education and procedures to follow for these students, from referral to placement. The author suggests various methods of providing services for LEP students with special needs based on the services required. Also included is a parallel of bilingual and special education laws. sck (74 pages, $15.00)

Resources in Special Education
650 Howe Avenue, Suite 300
Sacramento, CA 95825
(916) 641-5925

Bilingual Education and Bilingual Special Education: A Guide for Administrators
Fradd, S. H., & Tikunoff, W. J. (Eds.). (1987).
Austin, TX: PRO-ED.

This book presents a collection of articles for school district administrators responsible for LEP students, including those students who require special education services. Topic areas addressed include legislation and litigation, instruction and instructional leadership, reducing bias in assessment, program planning and development, and teacher development. sck (335 pages, $28.00)

PRO-ED
8700 Shoal Creek Boulevard
Austin, TX 78758
(512) 451-3246

Career-Vocational Education Special Populations IMPACT Plan: An Approach for Planning School Improvements
Feichtner, S. H., & Apolloni, T. (1990, August).
Rohnert Park, CA: Sonoma State University, California Institute of Human Services.

Sonoma State University
California Institute on Human Services
1801 E. Cotati Avenue
Rohnert Park, CA 94928
(707) 664-2416

The purpose of the Career-Vocational Education (C-VE) Special Populations IMPACT Plan is to facilitate the efforts of secondary schools and Regional Occupational Centers/ Programs (ROC/Ps) to plan improvements in their career-vocational education programs/activities consistent with the 1990 reauthorization of the Carl D. Perkins Vocational Education Act. This planning guide helps local school personnel (administrators, vocational educators, core academic instructors, and specialists who are concerned primarily with services for special needs students) determine specific improvements which can be made in their schools' vocational education programs/ services in order to better serve special populations.

The following is a seven-step process, recommended to be used to ensure success in implementing the IMPACT Plan: (1) designate a site facilitator, (2) create a site planning team, (3) complete the IMPACT Plan Self-Assessment Checklist, (4) prepare a draft C-VE Special Populations IMPACT Plan, (5) review the draft IMPACT Plan and identify necessary revisions, (6) revise the IMPACT Plan, and (7) begin implementing the IMPACT plan. Appendices include checklists, quality indicators, the C-VE Special Populations Plan Form, and resources for assisting with plan implementation. sck (40 pages, $12.50)

Determining the Costs and Benefits of Bilingual Vocational Training Programs: A Handbook for Local Practitioners and Evaluators
Hanberry, G. C., & Fleischman, H. L. (1989, January).
Arlington, VA: Development Associates, Inc.

Bilingual Vocational Education Program Office
Office of Vocational and Adult Education
U.S. Department of Education
Switzer Building 4512
400 Maryland, SW
Washington, DC 20202-7242
(202) 732-2365

Program staff are faced with the challenge of documenting the extent to which program goals are reached, showing how programs are contributing to the local economy, and justifying their actual existence. This handbook presents a basic method for determining the specific costs and benefits of local bilingual vocational training programs. The handbook also includes practical guidelines for identifying and documenting program resources, costs and benefits, as well as instructions and worksheets for calculating simple cost-benefit ratios. Suggestions are also provided on how to present cost-benefit information to program staff, administrators, policymakers, and funding agencies. sck (64 pages, no charge)

Guidelines for Development of Program Plan and Evaluation Summary: Bilingual/ESL Programs and English Language Services. Fiscal Year 1991
Cooperman, S., & DiPatri, R. A. (1991).
Trenton: New Jersey State Department of Education, Division of Compensatory/Bilingual Education.

New Jersey Department of
Education
Division of Compensatory/
Bilingual Education
225 W. State Street
Trenton, NJ 08625
(609) 292-8390

This manual provides guidelines for local school district personnel in interpreting and ensuring compliance with New Jersey's Bilingual Education Act as amended in 1991. It includes a program summary, identification and exit of eligible participants, program description, special services for LEP students, program implementation and evaluation, as well as appendices and forms for the Program Plan and Evaluation Summary and English Language Services Plan. jeb (163 pages, no charge)

Hispanic Youth—Dropout Prevention Report of the Task Force on the Participation of Hispanic Students in Vocational Education Programs
Idaho State Division of Vocational Education.
(1990, July).
Boise, ID: Author.

State Division of Vocational
Education
650 W. State Street
Boise, ID 83720
(208) 334-3216

To study the reasons Hispanic students were not enrolling in and completing vocational education programs, the Idaho State Board of Vocational Education appointed a task force of Hispanics, industry representatives, and education leaders from across the state. Members of this project participated in the National Institute: Building Linkages for At-Risk Youth and Adults Through Vocational Technical Education. Designed for the purpose of developing statewide program improvement plans, the Institute was sponsored by the Technical Assistance for Special Populations Program (TASPP), a service program of the National Center for Research in Vocational Education, University of California at Berkeley.

This publication highlights the activities and the Action Plan of the Task Force seeking to answer the question "How can vocational programs help secondary level

Hispanic students continue their education, thereby reducing the dropout rate, increasing students' employability skills, and encouraging students' further education at the postsecondary level?" The solutions agreed upon were grouped into the following five areas and later became the basis of an action plan: (1) school improvements, (2) guidance and counseling, (3) community/ parental/family involvement, (4) prejudice/ discrimination, and (5) student assistance. The Action Plan is detailed in this document and includes the goals and strategies developed for each of the five areas. The Task Force believes the key to the action plan is the development of partnerships among many elements of the community. ztb (40 pages, also available in Spanish; no charge)

A Model Program for Serving LEP Students
Friedenberg, J. E. (1991).
Columbus: Ohio State University, Center on Education and Training for Employment.

This forty-five-minute videotape and accompanying facilitator's guide combine to make a training program for vocational, career, and occupational education professionals who serve LEP learners. Effective for both inservice and preservice training, the program is appropriate for teacher education programs, state departments of education, postsecondary institutions, local education agencies, occupational training programs, and others responsible for professional development and program improvement.

The videotape features an introduction and seven training segments on recruitment, assessment, adapted career-vocational instruction, vocational English as a second language (VESL), counseling, placement, and coordination.

The facilitator's guide contains material for a comprehensive workshop including background information, discussion questions with answers, training recommendations, and trainee assignment sheets with answers. sck (54 pages, $49.50)

Center on Education and
Training for Employment
Ohio State University
Publications Office, Box C
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353
(800) 848-4815

Reducing Family Poverty: Replicating Hispanic Model Programs for Teen Pregnancy Prevention
Perez, S. M., & Duany, L. A. (1991, September).
Washington, DC: National Council of LaRaza.

This replication guide offers a twelve-step approach for community-based organizations interested in developing and implementing a teenage pregnancy prevention and/or parenting program targeted to Hispanic youth. It is based on information obtained from three model teenage pregnancy/parenting programs through a joint project with the Children's Defense Fund. Detailed program development information, program descriptions, a step-by-step outline to planning and developing an adolescent pregnancy program, and a resource section are included. sck (100 pages; $15.00, no charge to National Council of LaRaza affiliates)

National Council of LaRaza
Publications Department
810 First Street, NE, Suite 300
Washington, DC 20002
(202) 289-1380

Understanding P.L. 101-392: A Manual for the New Vocational Education Amendments
Kober, N. (1990, October).
Arlington, VA: American Association of School Administrators.

Designed to help school administrators, teachers, state employees, community college personnel, and others concerned about vocational education, this manual contains essential information about the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990. It reviews, explains, and analyzes the key provisions of the Perkins Act, as revised by Public Law 101-392.

Organized in two parts, Part 1 gives a general overview of the Perkins Act, outlining its (1) significance, (2) major themes, (3) legislative history, and (4) organization and format. Part 2 walks through the Act's specific provisions, topic by topic. Using lay language, charts, and tables, Part 2 recapitulates the law's essential provisions, explains their significance, analyzes differences from prior law, and decodes unfamiliar terms and references. Each topic is numbered for easy cross reference and divided into subtopics. Individual provisions are marked to show whether they are new, revised from prior law, or similar to or the same as prior law. A glossary is provided explaining common acronyms, abbreviations, and terms used throughout the text. sck (104 pages, $23.50 includes shipping and handling)

American Association of
School Administrators
1801 N. Moore Street
Arlington, VA 22209-9988
(703) 875-0717

Working Together to Support At-Risk Youth
Cunningham, D., Putzstuck, C., & Barbieri, M. (1987).
Austin: University of Texas at Austin, Extension Instruction and Materials Center.

The primary purpose of this manual is to provide training for professional and paraprofessional staff to support at-risk youth. It includes sections on education, cultural, and/or social problems; identification process; referral process; counseling strategies and techniques; alternative instructional strategies; adaptation or modification of materials; mentors and peer tutors; community-based and school-based support services; parent support groups; involvement in school activities; study skills; positive self-concept development; motivation; classroom management; and references. The manual also contains lecture notes, handouts, and transparency masters. (400 pages, $20.50)

Extension Instruction and
Materials Center
University of Texas at Austin
Customer Service
Division of Continuing
Education
P.O. Box 7218
Austin, TX 78713-7218
(512) 471-7716
(800) 252-3461 in TX

CURRICULUM AND INSTRUCTION

Adult Literacy: Programs and Practices (Research and Development Series No. 265A)
Campbell, R. E., & Sechler, J. A. (1987).
Columbus: Ohio State University, Center on Education and Training for Employment.

This study provides strategies to help strengthen the link between basic skills instruction and vocational training. Information provided in the publication will assist vocational educators in the identification, assessment, and instruction of reading, math, and language arts skills. The authors conclude that basic skills instruction intended to prepare adults for entry into vocational programs should be individualized, use performance-based processes, be geared toward student success, use pre- and posttests, be relevant, review and reinforce the skills that are taught, and address individual student learning styles. (107 pages, $8.75)

Center on Education and
Training for Employment
Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353 in OH
(800) 848-4815 out of state

Bilingual Vocational Education for Immigrants (ERIC Digest No. 49)
Harrison, C. (1986).
Columbus: Ohio State University, ERIC Clearinghouse on Adult, Career, and Vocational Education.

The problems faced by adult immigrants, the use of Vocational English as a Second Language (VESL), activities which may facilitate cultural adjustment, and adjustments which should be made in employment related training for this population are summarized. Additional references are included. (1 page, no charge)

ERIC Clearinghouse on Adult,
Career, and Vocational
Education
Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
(614) 486-3655 in OH, AK, HI
(800) 848-4815

Cooperative Learning with Limited English Proficient Students: Q & A
Jacob, E., & Mattson, B. (1987, September).
Washington, DC: ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics.

Theory and research indicate that cooperative learning methods may provide a way to help limited-English proficient (LEP) students achieve academically and develop the English language skills necessary to function successfully in classrooms. This publication defines cooperative learning, identifies types of

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Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037-0037
(202) 429-9292
(202) 429-9551

cooperative learning, discusses considerations in selecting cooperative learning techniques, and describes how teachers can implement cooperative learning methods. Additional resources and references are included. (5 pages, no charge)

Coordinated Vocational Academic Education (CVAE) Secondary Curriculum Guide (Grades 9-12) (Order No. CG-CR-178/89)
Georgia Department of Education, & Georgia Southern College. (1990).
Ellijay, GA: Vocational Education Curriculum Center.

Vocational Education
Curriculum Center
North Georgia Regional
Educational Services Agency
Route 3, Box, 232-A
Ellijay, GA 30540-9380
(404) 276-1111

The CVAE Program is a support program for disadvantaged students in all Georgia secondary vocational programs. Disadvantaged students, including limited English speaking populations and migrant populations unable to succeed in a regular vocational program without special support, are enrolled in both a vocational program and CVAE. The program emphasizes necessary competencies for occupational entry and relies on collaboration among math, English, CVAE, and vocational instructors to reinforce basic skills for school and work.

Developed to assist local school system personnel in meeting statewide curriculum requirements, the guide promotes a unified effort to develop and utilize competency-based vocational curricula that reflect the expressed needs of business, industry, and the community. The inclusion of broad concepts of work, careers, and family into an occupational skill-building curriculum and the incorporation of employability skills are also emphasized.

The guide provides terminal and enabling objectives, learning activities, instructional materials lists, and estimated hours for each instructional setting. The appendixes include sample teaching calendars, daily lesson plans, sample interlocking activities, information on the identification of students who are disadvantaged, keys to working with potential dropouts and disadvantaged youth, information on criterion-referenced testing, student competencies required by the statewide curriculum act, quality core curriculum for CVAE, Georgia Basic Skills Tests, and suggestions for evaluating the course. sck (416 pages, $10.00)

Different Types of ESL Programs (ERIC Digest)
McKeon, D. (1987, December).
Washington, DC: ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics.

The different types of English as a second language (ESL) programs and the factors which influence their design are summarized in this ERIC Digest. Examples of stand-alone ESL programs discussed in the paper include pull-out, class period, and resource center. In addition, four types of English-plus programs highlighted by the author include bilingual education, structured immersion, sheltered or content-based English, and high intensity language training. References are included. (2 pages, no charge)

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Washington, DC 20037-0037
(202) 429-9292
(202) 429-9551

English Day by Day
Roddy, M. (1989).
Novato, CA: Academic Therapy Publications.

Designed for adult ESL students, this book stresses the basic language skills of grammar, reading, writing, and pronunciation in the context of real life situations where competency in written and conversational skills and in problem-solving techniques can be critical. This book contains thirteen units, each organized around a life skill theme. Each unit includes vocabulary words, conversation exercises, reading, grammar, composition, pronunciation, life skill competencies, and problem-solving exercises. ztb (300 pages, $12.50)

Academic Therapy Publications
20 Commercial Boulevard
Novato, CA 94949-6191
(415) 883-3314
(800) 422-7249

ESL through Content-Area Instruction (ERIC Digest)
Reilly, T. (1988, May).
Washington, DC: ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics.

Content-based ESL is a method that integrates English as a second language instruction with subject-matter instruction. Mathematics, science, and social studies as related to ESL are discussed in this publication. Additional references are included. (2 pages, no charge)

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Center for Applied Linguistics
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Washington, DC 20037-0037
(202) 429-9292
(202) 429-9551

Instructional Strategies for Crosscultural Students with Special Education Needs
Ratleff, J. E. (1988).
Sacramento, CA: Resources in Special Education.

Resources in Special Education
650 Howe Avenue, Suite 300
Sacramento, CA 95825
(916) 641-5925

This training manual was an outgrowth of a personnel preparation grant and was developed in an effort to reach California special education teachers who are receiving an increased number of culturally and linguistically diverse exceptional students into their classes. The goal of special education in serving this special population is to equip students with strategies for success within the core curriculum in order for these students to return to the general education program.

The manual is divided into three sections. The first deals primarily with understanding crosscultural issues such as language and culture. It also includes a framework for the appropriate placement of culturally and linguistically diverse exceptional students in special education. The second addresses instructional issues relative to crosscultural special education. The third section introduces specific instructional strategies for use with the core curriculum in the special education classroom.

The content of the manual was developed from a combination of sources including a review of the literature, the results of a three-year, statewide ethnographic data collection project on effective practices, and practical teaching experiences. sck
(136 pages, $25.00)

Meeting the Needs of Culturally and Linguistically Different Students: A Handbook for Educators
Fradd, S. H., & Weismantel, M. J. (Eds.). (1989).
Boston, MA: Little, Brown and Co.

Little, Brown and Company
Division of Time, Inc.
200 West Street
Waltham, MA 02254
(800) 343-9204

Recommendations designed to assist educators in developing programs to meet the needs of the diverse students who comprise the school population are provided in this book directed toward educational leaders, including practitioners and university personnel.

The editors outline a rationale for change in the public schools and present a proactive model for identifying student needs and providing the resources necessary to meet those needs. The development and evaluation of goals is addressed along with establishing entry and exit criteria for program participation, developing formal and informal assessment procedures, and organizing instruction for the development of language and academic skills. A recommendation is presented for collaboration among students and professionals as a means of facilitating both the social and instructional integration of LEP and special needs students. Guidelines are discussed for working with culturally diverse students and their parents as well as the issue of evaluation and program modification.

Checklists and forms are provided throughout the book for those implementing a proactive model for school improvement. Additionally, descriptive information is provided in the appendix about some of the more commonly used tests for assessing culturally and linguistically different students in the areas of language, academics, intellectual functioning, and personality. sck (190 pages, $27.00)

Mi Carrera
Douglas, D., & Moreno, R. (1987, August).
San Jose, CA: Guidance Publications, Santa Clara County Office of Education.

C/VEG
Santa Clara County Office of Education
100 Skyport
San Jose, CA 95115
(408) 947-6756

Mi Carrera is a set of curriculum materials designed to improve career and vocational guidance services to Spanish-speaking students in grades nine through twelve. It includes the following titles: Volume I, Choose Your Future; Volume II, Exploring Five Vocational Areas; Volume III, Future Visions; and Volume IV, Effective Career Planning with Hispanic High School Students. Each volume lists a goal and several objectives. Activities and handouts are included for each objective. These English/Spanish materials include self-assessment; information about college, financial aid, and vocational and technical careers; and job search, parent workshops, and group guidance activities. (1033 pages, $37.00 a set; may also be ordered individually)

Models of Vocational Training for Limited English Proficient Adults
Fleischman, H. L. (1988, July).
Washington, DC: U.S. Department of Education.

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Cincinnati Bell Information Systems Federal (CBIS/EDRS)
7420 Fullerton Road, Suite 110
Springfield, VA 22153-2852
(800) 443-ERIC

Conducted for the National Assessment of Vocational Education, this report presents a conceptual framework for describing models of vocational training and other employment-related services for LEP adults. The framework is comprised of three components: (1) language instruction, (2) vocational training, and (3) support services. Each component is described utilizing descriptions of common practices and approaches. In addition, three model programs are described to illustrate how to use the framework. ztb (18 pages, $3.12)

A Monograph on Multicultural Diversity and Learning Disabilities
Farrow, J. (1990).
Columbus, OH: Association on Higher Education and Disability.

Association on Higher
Education and Disability
P.O. Box 21192
Columbus, OH 43221
(614) 488-4972

The culmination of over sixty hours worth of discussion among more than two-hundred and fifty persons is contained in this monograph regarding the concerns that impact on culturally different postsecondary students with learning disabilities. The unique issues of African-American students, Asian students, students of Spanish-language background, Pacific Islanders, Native American students, and older, non-traditional students are discussed. This monograph is an attempt to summarize the wealth of information uncovered and to begin to formulate both a plan of action and an agenda for further exploration in determining how best to identify and serve the culturally diverse students who represent a growing segment of our service population. sck (22 pages; $17.00 nonmembers, $9.50 members)

Teaching Disadvantaged Students: Successful Strategies in Career-Vocational Education
Nemko, B., Feichtner, S. H., Lee, C., Kiesling, M., McGowan, J. H., & West, L. L. (1990, October).
Rohnert Park, CA: Sonoma State University, California Institute of Human Services.

Sonoma State University
IMPACT Programs Project
California Institute on
Human Services
1801 E. Cotati Avenue
Rohnert Park, CA 94928
(707) 664-2416

The purpose of this resource guide is to disseminate strategies for improving the success of disadvantaged students in the classroom. These strategies will assist career-vocational educators in providing students with the skills wanted by employers, and increasing their effectiveness in teaching academically and economically disadvantaged students and LEP students. Although this publication is directed toward disadvantaged students, the strategies may be effective with other special populations.

Outlined in detail is the California Model Curriculum Standards and Program Frameworks in career-vocational education which reflects the emphasis on vocational-academic integration as mandated by the 1990 Perkins Act. The guide also includes an overview of the educational problems of disadvantaged students (including LEP students) with general suggestions, based on current research, on how to increase their achievement; strategies to promote successful school to work transition through career awareness, career exploration, employability skills training, and work experience education; specific strategies to improve students' performance in reading, writing, mathematics, problem solving/critical thinking, and oral and nonverbal communication skills with examples in all vocational subject areas; teaching strategies and support services that should be provided to ensure the success of disadvantaged students in career-vocational education; and descriptions of programs that show promise for providing quality vocational education to students. A list of resources and references accompany each chapter. The information presented is very specific and designed to be of practical value to classroom teachers and their supervisors. sck (153 pages, $16.50)

Vocational English as a Second Language Curriculum Project
Tucson Unified School District Occupational Education. (1988, September).
Tucson, AZ: Center for Educational Development.

Center for Educational
Development
620 N. 7th Avenue
Tucson, AZ 85705
(602) 791-3791

The sequence of skill building as developed in this curriculum project should enable LEP students to make the transition from school to work and community living successfully. Language skill building is the thrust throughout all nine modules. The purpose of these modules is to assist students in acquiring the language as well as vocational skills needed to complete the vocational program successfully. Supportive instructional materials for LEP students use the language of the vocational program. The teaching methodology for student activities is derived from the field of English as a second language (ESL). The format is generic in nature and allows implementors the freedom to design curriculum to their settings.

The modules can be used by the vocational teacher as supplementary instructional materials, focusing on related language skills needed to achieve vocational competencies. (The materials may be purchased individually or as a set: Building trades, 70 pages, $7.75; Career and vocational planning teacher handbook, 127 pages, $12.00; Career and vocational planning student handbook, 66 pages, $6.00; Health occupations, $7.00; Home economics, 104 pages, $6.25; Language for work, 16 pages, $2.25; Metals Measurement, 147 pages, $18.50; Metals—safety, $6.25; Metals—tools and equipment, $8.25; Typing, 252 pages, $25.00)

Work Force Literacy Skills for Jobs 2000
Margulies, S. (1990).
New York, NY: Educational Design.

Educational Design
47 W. 13 Street
New York, NY 10114
(212) 255-7900
(800) 221-9372

This two-book reading series offers remedial reading skill texts on job-related topics to introduce students to an array of reading and communication skills required in the world of work. Book 1 is targeted to middle school and junior high students with slight to moderate reading difficulties as well as high school and adult learners with major reading difficulties. Book 2 is aimed at the high school or adult learner about to enter the job market. The author has identified fourteen reading/communication skills necessary for successful employment and has targeted the instruction for those skills. sck (192 pages, $13.10)

The Working Culture: Book 1, Cross-Cultural Communication for New Americans
Hemphill, D., Pfaffenberger, B. J., & Hockman, B. G. (1989, March).
Old Tappan, NJ: Prentice Hall Regents.

Prentice Hall Regents
Mail Order Processing
200 Old Tappan Road
Old Tappan, NJ 07675
(201) 767-5937

Part of a two-volume, intermediate-level set that teaches cross-cultural communication skills in a non-trivial way, this book encourages students to examine their own cultural assumptions and vocational goals, and helps them develop a deeper understanding of U.S. culture, especially as it relates to working.

Book 1 explores general topics relating to American culture, including the central place of work in American life, the importance of being on time, and interpersonal relations on the job. sck (110 pages, $7.50)

The Working Culture: Book 2, Career Development for New Americans
Hemphill, D., Pfaffenberger, B. J., & Hockman, B. G. (1989, March).
Old Tappan, NJ: Prentice Hall Regents.

Prentice Hall Regents
Mail Order Processing
200 Old Tappan Road
Old Tappan, NJ 07675
(201) 767-5937

Part of a two-volume, intermediate-level set that teaches cross-cultural communication skills in a non-trivial way, this book encourages students to examine their own cultural assumptions and vocational goals, and helps them develop a deeper understanding of U.S. culture, especially as it relates to working.

Book 2 focuses on more specific issues such as training and licensing requirements for particular jobs, conducting a job search, employment benefits, and laws that protect worker safety and health. sck (110 pages, $7.50)

COMPREHENSIVE SUPPORT SERVICES

Assessing Asian Language Performance: Guidelines for Evaluating Limited English Proficient Students
Cheng, L. L. (1987, July).
Frederick, MD: Aspen Publishers, Inc.

Aspen Publishers, Inc.
7201 McKinney Circle
P.O. Box 990
Frederick, MD 21701-9782
(301) 251-5233 in MD
(800) 638-8437 out of state

This assessment and teaching guide for clinicians working with Asian/Pacific students who have limited English skills discusses unique cultural values and qualities as well as phonetic and syntactic systems that affect communicative competence and provide insight for teaching English to this student population. (222 pages, $44.50)

Assessing the Language Difficulties of Hispanic Bilingual Students (ERIC/OSEP Abstract No. 23)
ERIC/OSEP Special Project on Interagency Information Dissemination. (1989, August).
Reston, VA: ERIC Clearinghouse on Handicapped and Gifted Children.

ERIC/OSEP Special Project
ERIC Clearinghouse on Handicapped and Gifted Children
Council for Exceptional Children
1920 Association Drive
Reston, VA 22901
(703) 620-3660

Research results and needs on language assessment of Hispanic students are summarized in this paper. Four major factors affecting the validity of language assessment are cited. Other topics include language dominance, language loss, and cultural differences, along with problems associated with the use of language assessment instruments. The study concludes with recommended components of an assessment battery and identifies some prominent areas in which further research is needed toward developing valid procedures for the diagnosis of language disorders in bilingual students. A comprehensive bibliography is also included. ztb (7 pages, $1.00)

Bilingual Vocational Education Needs Assessment Project (ERIC Document Reproduction Service No. ED 281 033)
Edgewood Independent School District; Intercultural Development Research Association. (1986).
Austin: Texas Education Agency, Department of Occupational Education and Technology.

ERIC Clearinghouse on Adult, Career, and Vocational Education
Ohio State University
1960 Kenney Road
Columbus, OH 43210-0190
(614) 486-3655
(800) 848-4815

A study was conducted to (1) determine the need for vocational training among the LEP population in

Texas, (2) determine how many LEP students are being served by vocational programs, (3) set priorities in the training areas, (4) assess the needs and type of support services required to keep limited-English proficient (LEP) students in vocational education programs, and (5) recommend a future course of action to improve service to LEP populations in the state. This report summarizes the findings of this study and the resulting goals for improving the vocational education programs for LEP populations. (97 pages, no charge)

ESL/Literacy Scale
Roddy, M. (1989).
Novato, CA: Academic Therapy Publications.

Academic Therapy Publications
20 Commercial Boulevard
Novato, CA 94949-6191
(415) 883-3314
(800) 422-7249

Developed for counselors and teachers of English as a second language (ESL), this placement test can be used to identify quickly the appropriate starting level for new students in English language instructional programs. The test is suitable for native English-speaking high school students, adults, and adults learning English as a second language. The instrument includes subtests in listening comprehension, grammar, life skills, reading comprehension, and composition. Instructions for administering and scoring the test are provided on a separate plasticized card. An overlay scoring template is also available. ztb (4 pages, $11.50/pkg. of 12)

ETS Tests of Applied Literacy Skills
Kirsch, I., Jungeblut, A., & Campbell, A.
(1990, October).
Westwood, NJ: Simon & Schuster Workplace Resources.

Simon and Schuster
Workplace Resources
15 Columbus Circle
New York, NY 10023-7780
(800) 395-7042

As a testing and assessment tool to use in general and workplace literacy settings, ETS tests draw on experience gained in the National Assessment of Educational Progress (NAEP) evaluation of twenty-one- to twenty-five-year-olds. They are designed for pre-testing and post-testing and measure both proficiency and progress in general and workplace literacy settings. The tests assess functional skills that adults use in everyday life and work—in prose, document, and quantitative literacy—and are free of all grade-level comparisons.

The Prose Literacy test measures the ability to read and interpret materials such as newspaper articles and books. The Document Literacy test measures the ability to use information from maps, charts, forms, and similar documents. The Quantitative Literacy test measures the ability to use arithmetical operations to interpret and use numeric information found in such materials as sales ads. The tests are available in two forms (which contain different test items but measure the same variables) and various configurations within each of the three test areas. Also available is an Administration and Scoring Manual and a Technical Manual. sck (Prices range from $5.25 to $118.15, depending on which configuration is purchased)

Identification and Assessment of Exceptional Bilingual Students (Computer Search Reprint No. 568)
ERIC Clearinghouse on Handicapped and Gifted Children. (1988, May).
Reston, VA: Council for Exceptional Children.

This printout of abstracts is the result of a computer search of Exceptional Child Education Resources (ECER) and the ERIC databases. It focuses on publications and resources on the education of culturally and linguistically diverse exceptional children. Each reference contains three sections: bibliographic information, indexing information, and an abstract of the document. Suggestions for locating these documents are contained in the introductory material. (39 pages, $16.00)

ERIC Clearinghouse on
Handicapped and Gifted
Children
CEC, The Council for
Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660

Issues in Multicultural Counseling
ERIC Counseling and Personnel Services Clearinghouse. (1987).
Ann Arbor, MI: Counseling and Personnel Services Clearinghouse.

This publication highlights the difficulties arising from the differences between the counselor's and the client's cultures. Clinical sensitivity toward client expectation, attributions, values, roles, and beliefs is described as necessary to effective outcomes. Suggestions for helping counselors evaluate their approach are included. Additional resources are cited. (2 pages, no charge)

ERIC Clearinghouse on
Counseling and Personnel
Services
University of Michigan
School of Education
Room 2108
610 University Street
Ann Arbor, MI 48109-1259
(313) 764-9492

Measures for Adult Literacy Programs
Jackson, G. (1990).
Washington, DC: Association of Community Based Education and the ERIC Clearinghouse on Tests, Measurement, and Evaluation.

This guide reviews sixty-three different commercial testing and assessment instruments in use in adult literacy and adult education programs, describing for each its characteristics, author, purpose, administration, reliability, validity, availability, price and source from which it is available, along with its strengths and weaknesses. The tests include measure reading, math, writing, oral English proficiency, effective program outcomes, and critical thinking skills. The guide can be used to select a testing instrument for a specific setting or purpose, as a source of ideas for designing alternate testing approaches, or as a starting point for research on the subject. sck (200 pages; $19.50, plus $5.00 for shipping and handling)

ERIC Clearinghouse on
Tests, Measurement, and
Evaluation
3333 K Street, NW, Suite 200
Washington, DC 20007
(202) 342-5060

Testing and Assessment in Adult Basic Education and English as a Second Language Programs
Sticht, T. G. (1990, January).
Washington, DC: U.S. Department of Education, Division of Adult Education and Literacy.

This monograph provides information that can be helpful to practitioners in selecting and using standardized tests in the evaluation of adult basic education (ABE) and ESL programs, as mandated by the Adult Education Act, Amendments of 1988. It presents a summary of the Amendments and supporting federal regulations, examines the nature and uses of standardized tests, describes eight commonly used standardized tests, discusses special topics in the use of standardized tests, and lists resource materials. jeb (44 pages, no charge)

U.S. Department of Education
Division of Adult Education
and Literacy
400 Maryland Avenue, SW
Washington, DC 20202-7240
(202) 732-2396

Vocational Assessment of Special Students for Vocational Education: A State-of-the-Art Review (Information Series No. 327)
Peterson, M. (1988).
Columbus: Ohio State University, Center on Education and Training for Employment.

Weaknesses in the design and implementation of vocational assessment procedures was the driving force behind this review. Doing the job right requires a number of improvements, including more meaningful

Center on Education and
Training for Employment
Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353 in Ohio
(800) 848-4815 out of state

rating scales, valid and reliable exercises for measuring student performance, better student vocational profiles, more coordination between special and vocational education, and the identification of best practices in vocational assessment. This review clarifies issues on assessment of special needs students, including disabled, disadvantaged, elderly, LEP, incarcerated, and veterans. Considerations are presented based on comprehensive views of vocational assessment to constitute a holistic approach to career development. Guidance counselors, vocational and special education teachers, administrators, researchers, and vocational education evaluators can use this review in making decisions about implementing or improving vocational assessment programs. sck (69 pages, $8.00)

FORMALIZED ARTICULATION AND COMMUNICATION

Limited English Proficient Students in the Schools: Helping the Newcomer
Dale, T. (1986, December).
Washington, DC: Center for Applied Linguistics.

The ways in which schools can provide a network of support for limited-English proficient (LEP) students and their parents are highlighted in this ERIC Digest. Specific suggestions for administrators, school staff and students are included. Additional resources are cited. (2 pages, no charge)

ERIC Clearinghouse on
Languages and Linguistics
Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037-0037
(202) 429-9292
(202) 429-9551

Linking Schools and Community Services: A Practical Guide
Robinson, E. R., & Mastny, A. Y. (1989).
New Brunswick: Rutgers, The State University of New Jersey, Center for Community Education.

This handbook was prepared as part of the project Linking Schools and Community Services. Through the development of an interagency system to link schools and local human service agencies, the project sought to strengthen the ability of public schools to respond to the interrelated social and psychological needs of children. The handbook describes the intercollaborative process of social problem solving involving public and private agencies, interested individuals, public officials, and policymakers. The outcome sought is an ongoing working relationship between schools and the human service agencies in a community. sck (62 pages, no charge)

Center for Community
Education
School of Social Work
Rutgers, The State University
of New Jersey
73 Easton Avenue
New Brunswick, NJ 08903
(201) 932-7798

Making the Most of Your Child's Education: A Guide for Parents
Pell, E., & Weiser-Ramirez, E. (1989).
Washington, DC: ASPIRA Association, Inc.

Written especially for Latino parents, this booklet is available in English or Spanish. It contains chapters on useful and practical topics such as communication between parents and children, helping children with study habits, discipline problems at home or at school, and parents' rights to school participation. Each chapter ends with questions for group discussion, and therefore could be easily incorporated into parenting workshops or parental support groups. sck (64 pages, $5.00; specify English or Spanish)

ASPIRA Association, Inc.
1112 16th Street, NW,
Suite 340
Washington, DC 20036
(202) 835-3600

Parent and Community Involvement. Practitioner's Guide Series Number Four
Chavkin, N. F. (1989).
Austin: Texas Education Agency, Texas Dropout Information Clearinghouse.

In this guide, parent and community involvement is viewed as a developmental process, with participation of parent and community groups in school activities becoming more effective with training over a period of time. The purpose of this guide, the fourth in a series of *Practitioner's Guides to Dropout Prevention*, is to provide a summary of the research on parent and community involvement as it relates to dropout prevention and recovery. It also provides some recommendations for strategies to strengthen this involvement. sck (30 pages, $2.00)

Texas Dropout Information Clearinghouse
Texas Education Agency
Publications Distribution Office
1609 Shoal Creek Boulevard, Suite 200
Austin, TX 78701
(512) 463-9744

Parent Involvement and the Education of Limited English Proficient Students (ERIC Digest)
Simich-Dudgeon, C. (1986, December).
Washington, DC: ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics.

The results of research examining the effects of parent involvement techniques with LEP students is highlighted in this ERIC Digest. Parent involvement activities are identified and the evidence supporting a need for parent involvement is examined. (2 pages, no charge)

ERIC Clearinghouse on Languages and Linguistics
Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037-0037
(202) 429-9292
(202) 429-9551

Parent Involvement: A Resource for the Education of Limited English Proficient Students (Program Information Guide Series No. 8)
Careaga, R. (Comp.). (1989).
Washington, DC: National Clearinghouse for Bilingual Education.

This Program Information Guide suggests effective practices in implementing parent involvement programs. A discussion of the various components of program development includes assessing the needs of program families, program goals and strategies, and monitoring program success. It is designed for use by bilingual or ESL program directors and teachers, school principals and other staff who work with LEP students and their parents. (16 pages, $2.50)

National Clearinghouse for Bilingual Education
George Washington University
1118 22nd Street, NW
Washington, DC 20037
(202) 467-0867 in Washington, DC
(800) 321-NCBE

School-College Alliances: Benefits for Low-Income Minorities (ERIC Digest No. 53)
Ascher, C., & Schwartz, W. (1989).
New York, NY: ERIC Clearinghouse on Urban Education.

The growth of high school-college collaboration is promoted in this digest as the means to provide equal access to educational opportunities for disadvantaged minority students. Student development, school improvement, and college improvement are discussed separately in answering the question of why schools and colleges collaborate. Collaborative activities, the process of collaboration, and collaborative networks are also discussed. Finally, the issues of control and who really benefits are primary concerns of the process. sck (1 page, no charge)

ERIC Clearinghouse on
Urban Education
Teachers College
Columbia University
Institute for Urban and
Minority Education
Main Hall, Room 300, Box 40
525 W. 120th Street
New York, NY 10027-9998
(212) 678-3433

School-College Collaborations: A Strategy for Helping Low-Income Minorities (Urban Diversity Series No. 98)
Ascher, C. (1988, December).
New York, NY: ERIC Clearinghouse on Urban Education, Teachers College, Columbia University.

Collaborations between high schools and colleges are a current way to help urban and minority disadvantaged students make the high school to college transition. This monograph takes a sober look at the collaboratives that are currently operating around the country, and provides a thorough review of the growing body of literature evaluating the process.

Recognizing that collaboratives can provide disadvantaged students with the bridge they need to get from high school to college, the monograph examines their structure and funding. Using the experiences of specific collaborative groups, it describes the roles and activities of both public schools and colleges to help indicate which are most effective and efficient, and to identify the pitfalls that can sabotage the partnership. The monograph is designed for policymakers and administrators interested in forming or joining a collaborative partnership, or in learning more about the process. An extensive reference list is included. sck (34 pages, $8.00)

ERIC Clearinghouse on
Urban Education
Teachers College
Columbia University
Box 40
New York, NY 10027
(212) 678-3433

OCCUPATIONAL EXPERIENCE

Industry-Based Bilingual Vocational Training: A Directory of Industry-Based Training Programs for LEP Adults
Thomas, R. J., & Rhodes, P. (1990, March).
Dover, NH: Development Assistance Corporation.

Office of Vocational and
Adult Education
U.S. Department of Education
Switzer Building 4512
400 Maryland Avenue, SW
Washington, DC 20202-7242
(800) 321-6223

Compiled as part of a larger project to promote the implementation of Bilingual Vocational Training (BVT) in the private sector by developing and working with training partnerships between private industry concerns and educational institutions, this directory of ninety-four training programs has two major objectives: (1) demonstrate the effectiveness of BVT as a model for use in the private sector, and (2) develop a handbook for use by company and educational institution personnel to establish and provide BVT in the private sector. Most of the programs listed are public/private partnerships with the most common types of alliances between public (school) adult basic education (ABE) centers and companies, community-based organizations and companies, community colleges/vocational technical schools and companies, and college/university adult/English as a Second Language (ESL) centers and companies.

The information included in the directory will (1) provide readers with a sense of the types of industry-based programs there are for limited-English proficient (LEP) employees; (2) identify programs with the potential of implementing BVT models and of being nominated as demonstration sites; and (3) provide a list of programs and contacts for the dissemination of the handbook and other developed materials, and for the promotion of the BVT model in workplace settings. While the program status of the entries in this directory may be static in nature, it does provide an accurate picture, quite representative of the overall national trends. mg (111 pages, $11.10 prepaid)

Industry-Based Bilingual Vocational Training: A Review of Related Literature
Cichon, D. J., Grover, J., & Thomas, R. J. (1990, February).
Washington, DC: U.S. Department of Education, Office of Vocational and Adult Education.

Office of Vocational and
Adult Education
U.S. Department of Education
Switzer Building 4512
400 Maryland Avenue, SW
Washington, DC 20202-7241
(800) 321-6223

The purpose of this review is to examine the major issues necessary to understand what can best be done to help private business and industry face the challenge of effectively training its LEP employees. It contains a literature review and is organized into the following six major topics: (1) workplace literacy, (2) job-related language skill training needs of LEP employees, (3) cross-cultural communication needs in the workplace, (4) successful workplace training program models for LEP adults, (5) components of successful public/private partnerships, and (6) economic costs and benefits to industry in providing such training. mcw (98 pages, $9.80 prepaid)

Resource Guide to Work Experience Programs
Hartley, N., & Lehmann, J. (1989, April).
Fort Collins: Colorado Community College and Occupational Education System.

Vocational Special Needs
School of Occupational and
Educational Studies
Colorado State University
Fort Collins, CO 80523
(303) 491-6316

Designed for professionals who will be starting new work experience programs and for those wanting to enhance current programs, this resource guide is also intended to assist local educational agencies in planning, developing, implementing, and evaluating work experience programs. The work experience program is seen as a means to prepare special needs students for employment. It is particularly helpful for students who are not successful in school, may not be looking at postsecondary education, are in need of a job to stay in school, are potential dropouts, or may have difficulty acquiring employment without assistance. Chapters in the manual include work experience programs, teacher-coordinator, vocational assessment, program implementation, placing students on the job, transition, advisory committee, public relations, related legislation, and program evaluation and reporting. The manual design, a three-ring notebook with pages numbered by chapter and page, facilitates the addition of updated materials on a regular basis and is meant to become the coordinator's handbook for implementation of Work Experience Programs. (280 pages, $20.00)

Routes into the Mainstream: Career Choices of Women and Minorities (Occasional Paper No. 124)
Berryman, S. E. (1988).
Columbus: Ohio State University, Center on Education and Training for Employment.

Center on Education and
Training for Employment
Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353
(800) 848-4815

This monograph presents the author's retrospective on five research studies on occupational choice, particularly for women and minorities. The variables in these studies were either occupational expectations or employment-related educational investments. Implications from these studies indicate that a more in-depth concentration on the occupational consistency or discontinuity of women and minorities will provide direction for future academic discipline and policy for this population. (10 pages, $2.75)

Supplemental Services Resource Guide
Hartley, N., & Lehmann, J. (1988, October).
Fort Collins: Colorado State University, Vocational Special Needs School of Occupational and Educational Studies.

Colorado State University
Vocational Special Needs
School of Occupational and
Educational Studies
Fort Collins, CO 80523
(303) 491-6316

This resource guide was developed to establish written guidelines for the development, implementation, and management of a successful Supplemental Services program serving students who are disadvantaged, disabled, or LEP enrolled in vocational education programs. It provides an overview of the necessary components of a supplemental services program, including recommended practices. In addition, sample forms, brochures, and lists of materials and community resources are included to assist in the development and operation of the program. Since duties and programmatic services are similar at the secondary and postsecondary level, the contents of this resource guide apply to both levels unless stated otherwise, as in the program implementation chapters. The chapters include an overview of supplemental services, definition of terms, legislation, supplemental service coordinator's role and function, vocational assessment, assessment instruments, secondary program implementation, community resources, postsecondary program implementation, advisory committees, public relations, and program evaluation. This manual is designed both for those who will be starting new supplemental service programs and for those supplemental service coordinators who want to enhance their current programs. Examples are included wherever possible to assist the Supplemental Services Coordinator and/or members of the Supplemental Services support team in delivering effective programs within their local school district or community college. (250 pages, $20.00)

Training Hispanics: Implications for the JTPA System (Report No. 27)
National Commission for Employment Policy. (1990, January).
Washington, DC: Author.

The National Commission for Employment Policy's recommendations on ways to improve training opportunities for Hispanics in programs funded under Title II of JTPA are reported. The report (1) focuses on issues which have caused Hispanics to be underserved by training programs funded under JTPA, (2) discusses the implications for the success of JTPA in meeting its goal of training economically disadvantaged people, and (3) presents specific recommendations for improving JTPA's ability to meet this goal. mcw (89 pages, no charge)

National Commission for
Employment Policy
Public Affairs Office
1522 K Street, NW,
Suite 300
Washington, DC 20005
(202) 724-1545

Transition for Disadvantaged Students
McCarty, T., & Hess-Grabill, D. (1990, June).
Macomb, IL: Curriculum Publications Clearinghouse.

Directed toward improving the transition process, this manual addresses the following: What does transition for disadvantaged students mean? How is the transition process initiated? What are the components and focus activities of transition? What guidelines can be used to assess transition program and activity effectiveness? and What can existing transition programs show about effective transition? Secondary and postsecondary model programs from the state of Illinois are highlighted. sck (133 pages, $15.00)

Curriculum Publications
Clearinghouse
Western Illinois University
Horrabin Hall 46
Macomb, IL 61455
(309) 298-1917
(800) 322-3905

Transition from School-to-Work for Youth and Adults with Disabilities
Rusch, F. R., DeStefano, L., Chadsey-Rusch, J., Phelps, L. A., & Szymanski, E. (Eds.). (1991).
Sycamore, IL: Sycamore Publishing Company.

A guide for secondary teachers, employers, job coaches and employment training specialists, policy planners, rehabilitation counselors, and anyone interested in solving the problems of curriculum development and poor planning that have traditionally led to underemployment, dependent living, and segregation among youth and adults with disabilities, it addresses issues related to school reform, model program development and evaluation, transition to college, state-level policy planning and development, and cultural and language issues. sck (400 pages, $39.95)

Sycamore Publishing Company
P.O. Box 133
Sycamore, IL 60178
(815) 756-5388

GENERAL BACKGROUND LITERATURE CONCERNING STUDENTS WITH LIMITED ENGLISH PROFICIENCY

America's Shame, America's Hope: Twelve Million Youth at Risk
Smith, R. C., & Lincoln, C. A. (1988, July).
Chapel Hill, NC: MDC, Inc.

MDC, Inc.
1717 Legion Road
P.O. Box 2226
Chapel Hill, NC 27514
(313) 238-5651

As an inquiry into the education reform movement of the 1980s, this report uses at-risk youth as the frame of reference. The authors define an at-risk youth as one who has left school or is predictably in danger of leaving school without the skills to be a productive and self-reliant citizen and to succeed in today's workplace and hence, in society. An overview is presented of the federal role in education reform during the 1980s and the findings of a survey on how the states have performed. It is estimated that only five percent of state education funds are being used specifically for service to at-risk youth. Furthermore, evidence is presented in this report that some educational reforms actually are harming at-risk youth. The report underlines a belief that the most formidable barriers to assisting at-risk youth do not concern lack of money but failure to perceive them as in need of specific long-term attention, along with resistance to institutional change at the state and local levels, and absence of leadership at the federal level. Recommendations aimed at program improvement for at-risk youth are provided for federal and state levels. (65 pages, no charge)

At-Risk Students: The Special Case of the LEP Students (Special Issues Analysis Center Special Report D)
Special Issues Analysis Center. (1989, September).
Washington, DC: Office of Bilingual Education and Minority Languages Affairs.

Office of Bilingual Education
and Minority Languages
Affairs
Switzer Building, Room 5086
400 Maryland Avenue, SW
Washington, DC 20202-2518
(202) 732-7500

The report overviews the dropout problem among students with limited English proficiency (LEP). Included are discussions of the following: (1) estimates on the number of LEP student dropouts, (2) availability and range of services for at-risk students, (3) risk factors for dropping out of school, (4) programmatic services provided at-risk LEP students, and (5) success in dropout prevention programs and services. References and additional resources are included. mcw (18 pages, no charge)

The Decade of the Hispanic: An Economic Retrospective
Miranda, L., & Quiroz, J. T. (1990, March).
Washington, DC: National Council of La Raza.

National Council of La Raza
Policy Analysis Center
Office of Research,
Advocacy, and Legislation
810 First Street, NE, Suite 300
Washington, DC 20002
(202) 289-1380

Many observers predicted that the 1980s would be "The Decade of the Hispanic." From 1980 to 1989, the Hispanic population grew from 14.5 to 20.1 million persons—8.2% of the total U.S. population. Despite this growth, an economic retrospective of "The Decade of the Hispanic" is sobering. Using the most recent Census Bureau data available, this report identifies seven trends which characterized Hispanics' economic situation in the 1980s: stagnating income levels and continued high poverty, high proportions of impoverished children, no improvement for woman-maintained households, deepening hardship among married-couple families, widening income disparity, significant unequal benefits from education, men's earnings decreasing and women's earnings increasing.

In addition to describing these trends, this report analyzes the most significant factors contributing to these trends and their public policy implications, which include increasing the value of work, improving educational opportunities, enhancing employment opportunities, and reducing employment discrimination. mg (27 pages, $7.50)

Education that Works: An Action Plan for the Education of Minorities
Quality Education for Minorities Project. (1990, January).
Cambridge, MA: Author.

QEM Project
Massachusetts Institute of
Technology
Room 26-153
Cambridge, MA 02139
(617) 253-4417

This report discusses the specific needs of Alaska Native, American Indian, African American, Mexican American, and Puerto Rican students; presents examples of successful education programs and practices; and underscores the need for leadership, commitment, and wisdom to establish "a new foundation of quality education." Goals for the year 2000 include ensuring children start school prepared to learn; ensuring students are prepared to enter the workforce or college successfully; increasing participation of minority students in higher education; strengthening and increasing the number of teachers serving minority children; strengthening the school-to-work transition; and providing quality out-of-school experiences and opportunities. Recommendations accompany each goal. sck (132 pages; single copies, no charge)

Fostering Minority Access and Achievement in Higher Education: The Role of Urban Community Colleges and Universities
Richardson, R. C., Jr., & Bender, L. W. (1987).
San Francisco, CA: Jossey-Bass.

Jossey-Bass, Publishers
350 Sansome Street
San Francisco, CA 94104-1310
(415) 433-1767

The inner cities of America, their minority student populations, and their public community colleges and universities are the focus of this book. Opportunities for higher education in America's cities have been substantially broadened and strengthened, but the core of the problem remains; too few Hispanics and African-Americans are enrolled in baccalaureate programs and fewer still complete the requirements for a degree. This problem is the central question addressed in this book. Intended for policymakers at the state, city, and institutional levels, this book will also provide administrators and faculty members in colleges and universities with insight into a problem many believe will be the most important issue facing higher education during the remainder of this century.

Descriptions of the barriers to cooperation between community colleges and universities are provided. The book explores the implications of these differences for inter-institutional cooperation and student transfer.

The range of educational and student support practices found in urban community colleges is described in the relation to the strategies for overcoming barriers to successful transfer. The book also explores the university policies and practices that contribute to or impede the progress of transfer students. The book discusses the states' role in improving minority education and what distinguishes those variables which institutions control, from those imposed by the state educational system. sck (244 pages, $27.95)

Framing Dropouts: Notes on the Politics of an Urban High School
Fine, M. (1991).
Ithaca: State University of New York Press.

State University of
New York Press
P.O. Box 6525
Ithaca, NY 14851
(607) 277-2211
(800) 666-2211

This book is based on the ethnographic research conducted by the author in her role as "the evaluation researcher" of an innovative program at an alternative high school in New York City. She describes her book as follows: "Low-income urban students of color drop out of high school in proportions of 40-60 percent. And their exodus is represented as if it were quite natural. This text seeks to unearth those institutional policies and practices that enable, obscure, and legitimate this mass exodus. The text 'frames' a political story of urban dropouts from the vantage of life inside and around a single urban high school, as it tells a particular story about low-income African-American and Latino dropouts and graduates who have themselves been 'framed' by an institution that produces and then justifies majority failure."

The author presents the complexities of urban education combining a narrative structure with a rigorous theoretical discourse that allows the reader to both hear the voices of those involved in the dropout situation as well as to have the opportunity to reflect critically on the ideological and material forces that structure the dropout issue as a social problem. sck (313 pages; $19.95 paperback, $59.50 hardcover)

The Growing Need for Quality Vocational Education Programs for Individuals with Limited English Proficiency (LEP) (TASPP BRIEF, 1[4])
Coyle-Williams, M. A. (1989, December).
Champaign: National Center for Research in Vocational Education, University of Illinois, Technical Assistance for Special Populations Program.

National Center for Research
in Vocational Education
Technical Assistance for
Special Populations Program
University of Illinois
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807

Recent research related to LEP individuals in vocational education is highlighted in this *BRIEF*. The following topics are reviewed: educational and economic correlates of limited English proficiency, problems encountered by members of this minority group in trying to access vocational education programs, the components of exemplary vocational programs for LEP individuals, and research needs. mcw (4 pages, no charge)

High Schools with Character
Hill, P. T., Foster, G. E., & Gendler, T. (1990, August).
Santa Monica, CA: The RAND Corporation.

The RAND Corporation
Publication Department
1700 Main Street
P.O. Box 2138
Santa Monica, CA 90406-2138
(213) 393-0411

This study analyzes the function of big-city high schools and addresses how the education of the low-income minority youth can be improved. It compares comprehensive (or zoned) high schools, special public magnet schools, and Catholic high schools and identifies school features that motivatethese children to learn and develop into mature adults. Finally, it suggests how these features can be made available to urban public high school students.

Section I describes the purpose and process of the study. Section II outlines the importance of improving urban secondary schools and describes the educational problems of inner-city high school students. The third section presents composite profiles of three kinds of schools that were studied—Catholic, special-purpose public, and zoned public—and examines student performance. Section IV analyzes the principal differences among the schools that were studied, highlighting critical similarities and differences in mission, organization, management of student life, curriculum, and instruction. The fifth section addresses the question of generalizability: Can effective features be adapted or reproduced in comprehensive public schools? The final section explores the implications of what was found and shows how school systems can create "focus" schools and assess their effectiveness for disadvantaged students.

Although the study pertains to New York City schools, the results may also apply to any major city's efforts to make secondary education more effective for inner-city youth. jeb (100 pages, $7.50)

Hispanic Children, Youth, and Families: Challenges, Changes, and Employment (Joint Hearing Before the Select Committee on Children, Youth, and Families) (Stock No. 552-707-07410-4)
Select Committee on Children, Youth, and Families. (1987).
Washington, DC: U.S. Government Printing Office.

Superintendent of Documents
Congressional Sales Office
U.S. Government Printing Office
Washington, DC 20402-9325
(202) 512-2470

This publication contains statements, letters, and supplemental materials presented at a joint hearing before the Select Committee on Children, Youth, and Families on September 18, 1986. The focus of the hearing was on the status of Hispanic families and children, children's services, educational opportunities, training, and employment issues. (139 pages, $5.50)

Hispanic Education: A Statistical Portrait, 1990
La Rosa, D. D., & Maw, C. E. (1990, October).
Washington, DC: National Council of La Raza.

National Council of La Raza
Publications Department
810 First Street, NE, Suite 300
Washington, DC 20002
(202) 289-1380

Third in a continuing series of major reports on the educational status of Hispanics from the National Council of La Raza's Policy Analysis Center, this report is designed to provide Hispanic and mainstream community-based organizations, leaders, and policymakers with a "snapshot" or "portrait" of the educational status of Hispanics and a discussion of the policy implications of these statistics. This analysis uses the most recent available and reliable data on Hispanic educational attainments from such sources as the U.S. Department of Education's National Center for Education Statistics and the U.S. Bureau of the Census.

The report is designed to provide educational status data in a usable and practical format and context. Snapshot summaries are provided of the educational status, attainment, and literacy of Hispanics at various points in the educational pipeline—grades K-12, postsecondary, young adults, and adults—along with information about teachers and administrators in public and private elementary and secondary schools.

The data and analyses included in this document are designed to help provide a basic understanding of similarities and differences between Hispanics and other major population groups, and within the Hispanic population—an understanding needed by educational policymakers and practitioners in developing programs which meet the specific educational needs of Hispanics in any particular city or region of the country. Such a knowledge base will help prevent the use of "quick fix" or band-aid solutions which ignore Hispanics' educational needs as a whole, as well as differences among Hispanic subgroups. Significant findings include the following: Hispanics are the most undereducated major subgroup in the United States; the educational gap between Hispanics and non-Hispanics continues to widen; regardless of the measure used, Hispanics continue to have the highest school dropout rate of any major group; Hispanics represent a growing segment of the school-age population; college enrollment by Hispanic students and completion are low; and up to fifty-six percent of Hispanic adults can be considered functionally illiterate. sck (114 pages, $15.00)

Implementing the Family Support Act: Perspectives of Puerto Rican Clients
Cruz, J. E. (1991, May).
Washington, DC: National Puerto Rican Coalition.

National Puerto Rican
  Coalition
1700 K Street, NW, Suite 500
Washington, DC 20006
(202) 223-3915

Findings of an assessment of welfare-related experiences and perspectives of Puerto Rican Aid to Families with Dependent Children (AFDC) recipients in New York City, Newark, New Jersey, and Philadelphia, Pennsylvania, are presented in this report.

It offers recommendations aimed at influencing the implementation of the Family Support Act of 1988 in ways that are meaningful to these families. sck (33 pages; $10.00 members, $7.50 nonmembers)

Latinos and the Dropout Crisis:
The Community Solution
ASPIRA Association. (1990).
Washington, DC: Author.

ASPIRA Association
1112 Sixteenth Street, NW,
Suite 340
Washington, DC 20036
(202) 835-3600

Statistics on the dropout rate among the Hispanic population are provided in this report, demonstrating how the lower level of educational attainment is reflected in lower median family income in the Hispanic population. It describes the ASPIRA Association's model for intervention in the education and development of Hispanic youth. Called the ASPIRA process, the model consciously accentuates the positive, putting the focus on developing the potential of Latino students—Aspirantes—rather than overcoming their deficits.

Also described in this report are other ASPIRA programs such as Hispanic Community Mobilization for Dropout Prevention, which focuses on parental and community involvement in dropout prevention; Public Policy Leadership Program, an internship program to encourage Latino youth to become active in policymaking and decision making; and National Health Careers Program, to attract Hispanics to enter medical, dental, and allied health fields. sck (24 pages, $3.00)

Limited English Proficient Students at Risk: Issues and Prevention Strategies (New Focus Occasional Papers Series No. 10)
Gingras, R. C., & Careaga, R. C. (1989, Spring).
Washington, DC: National Clearinghouse for Bilingual Education.

National Clearinghouse for
Bilingual Education
George Washington University
1118 22nd Street, NW
Washington, DC 20037
(202) 467-0867
in Washington, DC
(800) 321-NCBE

These authors overview the following: characteristics of an LEP student, characteristics of a dropout, number of dropouts, relationship between limited English proficiency and dropping out of school, factors that increase the risk of dropping out of school, consequences of dropping out, and current dropout prevention strategies. Based on a review of research, recommendations addressing policy issues and research questions are included. mcw (12 pages, $2.50)

On My Own: Mexican American Women, Self-Sufficiency, and the Family Support Act
National Council of LaRaza. (1990, December).
Washington, DC: Author.

National Council of LaRaza
Publications Department
810 First Street, NE, Suite 300
Washington, DC 20002
(202) 289-1380

This report highlights the opinions, needs, and aspirations of Mexican American women, particularly with regard to formal and informal support systems, parenting, training, education, the AFDC program, and welfare reform. It examines these issues, their relevance to the implementation of the Family Support Act (FSA), and their particular significance to Hispanic Americans.

This report describes the methodology of the study's first year, highlights key findings, compares these findings with other research, and describes the methodology and hypotheses to be used in the second year. Questions about implementing FSA, resulting from the first-year findings, are also presented. sck (50 pages, $10.00)

Reducing the Risk: Schools as Communities of Support (Education Policy Perspectives Series)
Wehlage, G. G., Rutter, R. A., Smith, G. A., Lesko, N., & Fernandez, R. R. (1989).
Philadelphia, PA: Falmer Press.

Falmer Press
Taylor and Francis Group
1900 Frost Road, Suite 101
Bristol, PA 19007-9925
(800) 821-8312

These authors investigate what can be done to stem the flow of dropouts from American schools. The book is based on a study of fourteen secondary schools serving at-risk students. The authors describe the schools, examining a wide range of schools successfully serving at-risk youth. They present a theoretical framework for understanding at-risk students and their schools, as well as making recommendations for local and state policymakers. The authors address a broad audience by presenting a mixture of research data, theoretical concepts, practical suggestions, and vignettes for introducing reforms and programs to reduce dropout rates. Topics include an explanation of "at-risk," a historical treatment of this issue, and a discussion of the school's role in becoming a support system for at-risk students. sck (275 pages; $42.00 hardcover, $20.00 paperback)

School Success for Limited English Proficient Students: The Challenge and State Response
Lara, J., & Hoffman, E. (1990, February).
Washington, DC: Council of Chief State School Officers.

Council of Chief State School
Officers
One Massachusetts Avenue, NW,
Suite 700
Washington, DC 20001-1431
(202) 408-5505

This report describes the findings of a survey on program activities for LEP students in state education agencies. It includes an overview of the current state of programs for LEP students, a description of the LEP population, survey description and findings, a sampling of promising approaches in four states, and a reference list. It can be used by state agency personnel seeking current information on the practice of related programs for LEP students, including bilingual education, vocational education, special education, migrant education, and compensatory education/Chapter I. Ten recommendations are provided to challenge the leadership in each state education agency to make the education of every LEP child to his or her maximum potential both a priority and a reality. jeb (56 pages, $7.00)

Students with Limited English Proficiency: Selected Resources for Vocational Preparation (MDS-109)
Kallembach, S. C., Coyle-Williams, M., & Glaeser, M. (1990, August).
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley, Technical Assistance for Special Populations Program.

National Center for Research
in Vocational Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall
Macomb, IL 61455
(800) 637-7652

The Technical Assistance for Special Populations Program (TASPP) developed this guide to assist state and local administrators of vocational special needs programs, special needs educators, counselors, researchers, and others serving LEP students.

The guide is part annotated bibliography and part directory, including listings of relevant publications, newsletters, agencies, associations, organizations, centers for educational information/services, clearinghouses, computer-based information networks, and databases.

Included also are organizations that promote literacy instruction, basic academic remediation, job search skills instruction, instruction in coping skills, educational day care, and vocational skills. Some, like the National Council of La Raza, work to improve life for Hispanic Americans; other organizations are concerned with the teaching of English as a second language (ESL), support services to migrant workers, or the use of educational technology in bilingual programs.

Materials are grouped according to the cluster headings of the common components of exemplary programs: program administration, curriculum and instruction, comprehensive support services, formalized articulation and communication, and occupational experience. Background literature and additional resources are also provided. This resource guide is not intended to be an exhaustive listing of all available resources, but rather, materials are included which are representative of the field. For each entry, an annotation is provided along with the price and ordering information whenever possible. An address listing for ordering the publications is included in the appendix. sck (62 pages, $2.50 prepaid)

Successful Schooling for Economically Disadvantaged At-Risk Youth. Practitioner's Guide Series Number Three
Intercultural Development Research Association. (1989).
Austin: Texas Education Agency, Texas Dropout Information Clearinghouse.

Texas Dropout Information
Clearinghouse
Texas Education Agency
Publications Distribution
Office
1609 Shoal Creek Boulevard,
Suite 200
Austin, TX 78701
(512) 463-9744

This guide, the third in a series of *Practitioner's Guides to Dropout Prevention*, examines the issues related to the education of economically disadvantaged at-risk students and provides recommendations on how schools may address their needs. Eight research findings and recommendations for improving the educational experience of these students are discussed. Following the presentation of each major finding is a set of specific recommendations designed to help educators tailor local programmatic responses. Many of the recommendations are extensions of the effective schools movement. sck (72 pages, $5.00)

A Summary of State Reports on the Number and Educational Condition of Limited English Proficient Students in the United States and on the Nature of Services being Provided to such Students
English Language Consultants. (1988).
Washington, DC: Author.

English Language Consultants
4833 Western Avenue, NW
Washington, DC 20016

This 1988 summary is a compilation of the reports of forty-two states, three commonwealths, and the District of Columbia on the number and educational condition of their LEP students and on the nature of services provided them. It is divided into four parts: (1) an introductory narrative addressing issues concerning the collection and presentation of the data from the various state education agencies, (2) a summary of key findings, (3) a series of tables aggregating appropriate data on a national basis, and (4) summaries of the reports of each state and commonwealth. (180 pages)

Three Realities: Minority Life in the United States
Business-Higher Education Forum. (1990, June).
Washington, DC: Author.

Business-Higher Education
Forum
One Dupont Circle, NW,
Suite 800
Washington, DC 20036
(202) 939-9345

Prepared by the Task Force on Minorities and the Work Force, comprised of eighteen business and higher education leaders, this report offers insight on the minority progress and problems in the United States. Although the report is concerned with all minority group members, including American Indians, Hispanics, African Americans, and Asian Americans, it relies primarily on data that describe the condition of African-Americans and Hispanics. These two groups make up more than ninety percent of America's minority population. Four major problems limiting minorities' full participation in the nation's economic life are cited: racism, poor educational attainment, the stranglehold of the inner city, and the lack of participation in all aspects of the Nation's economic life. The report has two fundamental goals: (1) to address ways to bring black and Hispanic Americans more fully into our Nation's economic and educational mainstream, and (2) to help clarify the terms of the public debate about minority policy and progress in this Nation. Included is a series of recommendations for public policymakers, colleges and universities, and corporations in the areas of employment, public assistance, out-of-wedlock births, education, affirmative action, hiring and promotion, capital development, and franchising. sck (88 pages, $15.00)

The Urban Underclass: Disturbing Problems Demanding Attention (GAO/HRD-90-52)
U.S. General Accounting Office. (1990, September).
Washington, DC: Author.

U.S. General Accounting Office
P.O. Box 6015
Gaithersburg, MD 20877
(301) 275-6241

Concern has been mounting about the emergence of an "underclass" in the United States. While there is no universally accepted definition of the term, members of the underclass tend to experience persistent poverty, prolonged welfare dependency, more out-of-wedlock births, and high dropout rates. In addition, there is a greater likelihood that they will either become criminals or victims of crime. Members of the underclass are to be found everywhere in the United States; however, the term is commonly applied to African-American and Hispanic people who are concentrated in urban neighborhoods. "Poor white" is also a common description of members of the underclass. Some experts speculate that the underclass is growing. This study describes briefly the state of research on defining and measuring the underclass. The central goal of the General Accounting Office's (GAO) work, however, is to summarize what is known about policies and programs that might be useful in developing a strategy for responding to the problems of the underclass. GAO groups these policies and programs into three main groups: (1) those that address the persistent condition of poverty, whether by prenatal and pediatric care or by education and job opportunities; (2) those that emphasize social standards and try to confront problems like drugs, welfare dependency, teen pregnancy, and gang violence; and (3) those that address urban spatial concentration via greater opportunities for people to leave depressed areas or urban development.

GAO concludes that the problems of the underclass require a multifaceted approach involving economic development, criminal justice, health, education, job training, social service, housing, and transportation programs. sck (33 pages, no charge)

Workforce 2000: Work and Workers for the Twenty-First Century
Johnston, W. B., & Packer, A. H. (1987).
Indianapolis, IN: Hudson Institute.

Hudson Institute
Publications Department
5395 Emerson Way
P.O. Box 26-919
Indianapolis, IN 46226
(317) 545-1000

The purpose of this study is to furnish information on the job market that can be used in evaluating the adequacy of current public policies and, where needed, undertaking new policy initiatives. Four key trends will shape the last years of the twentieth century: (1) the American economy should grow at a relatively healthy pace; (2) U.S. manufacturing will be a much smaller share of the economy in the year 2000; (3) the workforce will grow slowly, becoming older, more female, and more disadvantaged; and (4) the new jobs in service industries will demand much higher skill levels than the jobs of today. If the United States is to continue to prosper, policymakers must find ways to stimulate balanced world growth; accelerate productivity increases in service industries; maintain the dynamism of an aging workforce; reconcile the conflicting needs of women, work and families; integrate African-American and Hispanic workers fully into the economy; and improve the educational preparation of all workers. While these are not the only items on the nation's agenda between now and the year 2000, they are certainly among the most important. More critically, they are issues that will not go away by themselves. If nothing is done to focus national attention and action on these challenges, they are likely to be still unresolved at the beginning of the next century. By addressing them now, the nation's decisionmakers can help to assure the goal of an economically competitive America that fully utilizes the talents and skills of all its citizens. (117 pages, $4.25)

Workforce Policies for the 1990s: A New Labor Market Agenda. The Possibilities of Employment Policy. (Papers Presented to an Economic Policy Institute Seminar on Labor Market Policy, April 29, 1988)
Marshall, R., & Osterman, P. (1989).
Washington, DC: Economic Policy Institute.

Economic Policy Institute
1730 Rhode Island Avenue, NW,
Suite 812
Washington, DC 20036
(202) 775-8810

The objective of these proceedings was to identify the principles upon which new, more relevant labor market policies might be launched to improve the skills of both today's and tomorrow's labor force. The speakers address such issues as discrimination of educational programs and the delivery system for employment policy. Both speakers point to some of our competitor nations as evidence that human investment programs make a critical contribution to a nation's competitiveness and productivity, yet they differ in their choice of strategic priorities and in their answer to the question of how the next generation of labor market progress should be structured. They look at the systems, institutions, and programs of human resource investment. Endnotes and discussions are included. sck (78 pages, $5.00)

ADDITIONAL RESOURCES

Bilingual Education Curriculum Guides (Computer Search Reprint No. 101)
ERIC Clearinghouse on Languages and Linguistics. (1988).
Washington, DC: Center for Applied Linguistics.

This computer search reprint contains approximately eighty citations of journal articles, documents available from ERIC, commercially published materials, and doctoral dissertations. (31 pages, $10.00)

ERIC Clearinghouse on
Languages and Linguistics
Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037-0037
(202) 429-9292
(202) 429-9551

Bilingual Vocational Education
Alaska Bilingual Multifunctional Resource Center, Region XVI. (1990, April).
Anchorage: Author.

This document provides updates of previous lists with recent titles relevant to bilingual vocational education, guidelines for local education agencies that wish to implement bilingual vocational programs, an inservice workshop for vocational teachers of bilingual students, and a fifty-page bibliography. ztb (135 pages, no charge)

Alaska Bilingual
Multifunctional Resource
Center
Region XVI
3650 Lake Otis Parkway,
Suite 102
Anchorage, AK 99508
(907) 563-7787
FAX: (907) 563-8181

Directory of California Support Services and Programs for Special Populations
Bravo, C. (1991).
Rohnert Park: California Institute on Human Services, Vocational Education Resource System.

Career-vocational education is an important intervention strategy for at-risk students; however, it is not sufficient unto itself. Ancillary instruction, services, and resources needed for transition from school to work or from school to postsecondary education must also be in place. This directory is the result of efforts to identify such services and resources, and lists California Department of Education and Community College programs which provide training, technical assistance, and/or funding needed for instruction and transition of disadvantaged, disabled, and limited-English proficient (LEP) students. sck (80 pages, $14.50)

California Institute on Human
Services
Vocational Education Resource
System
Sonoma State University
1801 E. Cotati Avenue
Rohnert Park, CA 94928
(707) 664-2416

Directory of Special Programs for Minority Group Members: Career Information Services, Employment Skills Banks, Financial Aid Sources (4th ed.)
Johnson, W. (Ed.). (1986).
Garrett Park, MD: Garrett Park Press.

This contains a comprehensive listing of minority programs available for African-American, Hispanic, Asian, and Native American persons. Included are seventeen-hundred general programs, three-hundred sixty sponsored by federal agencies, and hundreds by colleges and universities. The directory lists scholarships, loans, fellowships, job training, summer employment internships, occupational information, and employment services. sck (348 pages, $25.00)

Garrett Park Press
P.O. Box 190 F
Garrett Park, MD 20896
(301) 946-2553

Handicapped Funding Directory (7th ed.)
Eckstein, R. M. (Ed.). (1990).
Margate, FL: Research Grant Guides.

More than 1,242 funding sources for programs and services for people who are disabled are listed. It profiles corporations, foundations, government agencies, and associations that fund programs and services for persons with disabilities. The directory also includes guidelines on how to obtain a grant, addresses of state agencies and their directors, and a bibliography of grant funding publications. sck (251 pages; $39.50, plus $4.00 handling)

Research Grant Guides
Department 3A
P.O. Box 4970
Margate, FL 33063
(305) 753-1754

LEP Compendium
Sullivan, R., Pedersen, K., & Christensen R. (1987).
Minneapolis, MN: Minneapolis Public Schools.

This compendium of research materials about bilingual education contains abstracts of 181 publications and provides an overview of the research conducted by the Equal Education: Student Achievement Department (EE:SA) in administering the Minneapolis Public Schools' program for LEP students. The material is divided into the following sections: demographics, policy (national/state/local), programs, curriculum/instructional strategies, assessment, evaluation/monitoring system, evaluation/staff licensing, basic research, definitions, and institutionalization of the Minnesota program. Within each section, the situations in the program which EE:SA facilitated or responded to are outlined first; abstracts of the applicable research documents are then presented. A glossary of linguistic terms is provided at the end. (94 pages)

Minneapolis Public Schools
807 N.E. Broadway
Minneapolis, MN 55413
(612) 627-2048

Linking Schools and Community Services: A Resource Directory

Mastny, A. Y. (Comp.). (1989).
New Brunswick: Rutgers, The State University of New Jersey, Center for Community Education.

Center for Community
Education
School of Social Work
Rutgers, The State University
of New Jersey
73 Easton Avenue
New Brunswick, NJ 08903
(201) 932-7798

This resource directory was prepared as part of the project "Linking Schools and Community Services." Through the development of an interagency system to link schools and local human service agencies, the project sought to strengthen the ability of public schools to respond to the interrelated social and psychological needs of children. The directory lists organizations, individuals, addresses, and phone numbers for the following categories: adolescent pregnancy/teen parenting, child abuse and neglect/sexual abuse, child advocacy, dropout prevention, drug and alcohol abuse, sex education, health care, AIDS education, homelessness, mental health, and youth employment and training. sck (80 pages, no charge)

Vocational Education for Special Populations: Recommendations for Improving State Policy (MDS-031)

Phelps, L. A., Wermuth, T. R., & Crain, R. L. (1991, September).
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

National Center for Research
in Vocational Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall
Macomb, IL 61455
(800) 637-7652

Three aspects of equity embedded in the Perkins Act are examined: (1) the extent of access which special needs youth and adults have to programs and services, (2) the effectiveness of various programs and services locally received, and (3) outcomes realized by special students participating in vocational education. This is accomplished through summaries of recent studies, related evaluative and empirical literature, and data from longitudinal studies. The study gives primary attention to youth who are disabled, disadvantaged, or LEP in secondary vocational education programs.

A set of general conclusions and recommendations for improving state policy is presented. These recommendations should be of interest to policymakers at both the federal and state level as they examine alternatives for implementing the 1990 Amendments to the Perkins Act (P.L. 101-392). The appendix contains brief summaries of the major studies of effective vocational education programs serving students with special needs. sck (66 pages, $4.00)

NEWSLETTERS

Newsletters, commonly written in a succinct format, are valuable resources for obtaining the latest information regarding research, resources, and promising practices and programs concerning relevant issues in vocational education.

Agenda
Published quarterly, this newsletter provides information of its activities and public policy positions regarding immigration, bilingual education, job training, and housing laws and of the contributions made by the Council's network of Hispanic community-based organizations. Articles provide policy analysis, public information, and education on Hispanic issues. sck (no charge)

National Council of La Raza
Lisa Navarrete, Editor
810 First Street, NE, Suite 300
Washington, DC 20002-4205
(202) 289-1380

The Bilingual Special Education Perspective
Formerly the Bilingual Special Education Newsletter, this newsletter is a biannual (fall and spring) publication of the Bilingual Special Education Training Program, The University of Texas at Austin. It highlights the newest research, publications, programs, and practices, as well as provides training updates, conference listings, and field-related news. sck (no charge)

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Career Opportunities News
Each issue of this newsletter contains information on subjects such as employment trends, free and inexpensive career materials, new reports and books, liberal arts education and careers, minority and women's interests, conferences and other activities, financial aid, and women and careers. Published six times a year, the newsletter would be appropriate for career center and community agency personnel, guidance counselors, placement directors, and others interested in career opportunities. sck ($30.00, $25.00 prepaid)

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CDS Report
This newsletter provides summaries of Center for Research on Effective Schooling for Disadvantaged Students (CDS) research results on improving the education of disadvantaged students to interested educators and policymakers. The summaries concentrate on CDS' major program areas of effective alternatives which schools may use under Chapter I and other compensatory education funding; the direct relevance to federal, state, and local policy on the education of disadvantaged students; effective

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programs and practices for disadvantaged students in middle and high schools and for language minority children; and key connections between schools and families and between schools and communities to build better educational programs for disadvantaged children and youth. sck (no charge)

The Community, Technical, and Junior College Times
Articles in this biweekly newsletter provide the latest statistical research and data, legislation updates, effective programs and practices, resources, and funding opportunities for professionals involved in programs at community, technical, and junior colleges. Included in the articles are topics such as workplace literacy, Tech-Prep, college-industry partnerships, and job training programs. A calendar of events is provided along with announcements of professional job vacancies. sck ($46.00/year, $2.00 single issue)

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Concerns
Articles on a broad range of education issues and policy concerns are included in this newsletter along with legislative updates and project updates which the Council of State School Officers (CCSSO) funds concerning transition, limited-English proficient (LEP) students, equity, and dropout prevention. Articles include an overview of state activities concerning issues such as multicultural education, educational reform, health and social services for youth and families, adult literacy, partnerships, and educational and gender equity and present current legislation and resources. sck (no charge)

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Directions in Adult Education
Each issue focuses on an adult learner who has achieved despite the "problem" of being undereducated. The American Association for Adult and Continuing Education and the Correction Education Association have feature articles in each issue as well. Topics featured in past newsletters include functional literacy, amnesty, the new GED Tests, family literacy, workplace literacy, and other areas pertinent to adult education. sck (no charge)

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Education Daily

Regular features in this newsletter include education policy, funding, legislative updates, and the latest resources. Published every business day, this newsletter covers education issues including: school administration, court cases and rulings, student aid proposals, vocational and adult education, Chapters 1 and 2 funding, education research appropriations, special education initiatives, workplace literacy programs, education reform, education leadership, and state initiatives on teacher retention. sck ($524.00/year)

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Education Grants Alert: The Weekly Report on Funding Opportunities for K-12 Programs

This weekly newsletter provides information on federal legislation, grant programs and application deadlines, as well as techniques for grant development, proposal writing, and grant administration. Program areas covered include drug abuse prevention, special education, at-risk youth, math and science education, bilingual education, technology, dropout prevention, gifted and talented, parental involvement, humanities, health education, and literacy. Other services provided for a nominal fee include document retrieval and access to a computerized database. jeb ($299.00/year)

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ERIC/CLL News Bulletin

ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL) prints news and notices regarding research, resources, conferences, and services about issues in bilingual education and English as a Second Language in this newsletter from their partners, Advocates for Language Learning, American Association of Teachers of German, American Council on the Teaching of Foreign Languages, National Clearinghouse for Bilingual Education, and Teachers of English to Speakers of Other Languages. The newsletter is published in March and September. sck (no charge)

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ERIC/CRESS Bulletin

ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS) provides support and information services on rural education and small schools as well as on American Indians, Alaska Natives, Mexican Americans, migrants, and outdoor education. Publications available from other ERIC Clearinghouses and Partner organizations are featured. The newsletter also lists current publications, brief research syntheses, annotated resources, and ordering information. ztb (no charge)

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Ethnic and Multicultural Bulletin

Focusing on ethnic and multicultural education issues, this bulletin includes information on project activities, opportunities such as scholarships, grants, and special training or institutes, and resources including reports, periodicals, directories, and books. Published three times a year, the newsletter also lists conference, convention, and symposium announcements and other news of interest such as legislation affecting special education issues for culturally and linguistically diverse children. sck (no charge)

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FRC Report

Published three times a year, this newsletter is designed to both introduce and encourage an exchange of ideas about family service programs. It provides model program descriptions, thought-provoking dialogues, reviews of outstanding work in the family resource field, discussions of legislative and policy perspectives, and strategies for raising funds and evaluating programs. Past issues have covered such topics as adolescent pregnancy and parenting programs, building parent-school partnerships, families of children with special needs, programs for Hispanic families, incarcerated parents and their children, and the family support movement. sck (included in $30.00/year individual membership)

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The Mainstream

This newsletter is designed for vocational educators of disabled, disadvantaged, and/or LEP students and for coordinators of sex equity, single parent/homemaker, and teen parent programs, in addition to special education support personnel. Articles include information regarding state and federal legislation, teaching techniques and strategies, and state-initiated reports and activities. Also featured are resources, conferences, and successful programs. sck (no charge)

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The Special Edge
Published bimonthly (September through June) by Resources in Special Education (RiSE), this newsletter's purpose is to provide information concerning activities of and programs and projects sponsored by California Department of Education's Special Education Division. It attempts to cover all the news and issues in California special education including crosscultural special education, infant and preschool, parent/professional training, students with severe disabilities, transition, cooperative learning, and student study teams. A feature in each issue is a list of resources available for loan or purchase through RiSE. sck (no charge, California subscription; $10.00/out of state subscription; $3.00/single issue, $25.00/year of single issues)

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State Education Leader
Articles in this quarterly newsletter report on key educational issues such as choice, restructuring schools, higher literacy skills, minority achievement, higher education, school finance, and at-risk youth. The newsletter monitors policymakers on education issues and highlights emerging trends in education. sck ($15.00)

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TASPP Bulletin
The focus of this biannual newsletter is on serving learners with special needs in vocational education. Featured articles address current issues and topics, research, resources, legislation, conferences, and other information of interest to professionals involved in serving students with special needs in programs and agencies at the local, state, national, and international level. sck (no charge)

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The Urban Institute Policy and Research Report
Activities and research of The Urban Institute are summarized in this newsletter published several times a year. The Institute investigates the social and economic problems confronting the nation, along with government policies and programs designed to alleviate such problems. The newsletter includes thorough discussions of current concerns, information on recently completed research, new publications, and essays by Urban Institute analysts on issues of national importance. ztb (no charge)

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Vocational Education Weekly

Published forty-four times a year, this newsletter (formerly the *Legislative Brief*) provides regular updates on federal funding, initiatives relating to the Carl D. Perkins Vocational and Applied Technology Act, state activities, insights into expanded opportunities for vocational education resulting from new legislation, reviews of new reports on education reform and workforce preparation, and other pertinent information concerning vocational education. Four issue papers a year on critical topics affecting the field are included in the subscription. sck ($125.00/year)

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Vocational Training News

This newsletter provides timely, useful reports on the federal Job Training Partnership Act and the Carl D. Perkins Vocational and Applied Technology Act. Other areas of coverage include education reform, illiteracy, private industry councils, youth subminimum wage, and state education and training initiatives. sck ($264.00/year)

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WorkAmerica

This monthly newsletter provides the latest news and information on employment, education and job training, retraining, workforce quality, workplace literacy, business-education partnerships, and related activities. It also provides reports on successful training programs and news on federal government actions. sck ($30.00/year; single copy $3.00, plus $1.50 for postage and handling)

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JOURNALS

The following entries represent a selection of journals available to researchers, policymakers, parents, secondary and postsecondary educators, administrators, counselors, and others interested in improving programs serving youth and adults who are limited English proficient (LEP).

The Journal of Educational Issues of Language Minority Students
Published three times yearly, this journal serves as a vehicle of information dissemination regarding issues important in the education of language minority students. Articles present the results of educational research and innovative programs and provide general information to assist teachers and administrators with their professional responsibilities regarding the education of language minority children. Its audience includes bilingual education and English as a second language (ESL) administrators, professors in programs of teacher preparation, state department of education personnel, principals, teachers, students, libraries, and resource center personnel. sck (no charge)

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Journal of Multicultural Counseling and Development
This quarterly journal is designed for counselors and other mental health professionals who work in multicultural settings such as public schools, universities, and community mental health agencies. Issues include multicultural counseling research and reports on application of the latest theoretical ideas and concepts, practical articles written with the "how to" approach, and reports on new models and methods to keep up with worldwide trends that impact the world of counseling. sck ($10.00 individual)

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AGENCIES, ASSOCIATIONS, AND ORGANIZATIONS

The following agencies, associations, and organizations generally act as an information exchange to interested individuals concerned with educational issues. Technical assistance, professional support, publications, and other pertinent information is available from these groups.

American Association for Vocational Instructional Materials (AAVIM)
A consortium of state departments of education representatives, the AAVIM is a nonprofit educational association. AAVIM produces vocational training materials, including texts, manuals, workbooks, computer software, and videos. Sales are made by catalog or through contractual arrangement. Available upon request, the Association's catalogs offer educational materials and resources in a variety of areas including agriculture, home economics, trade and industrial education, performance-based teacher education, competency-based staff development, and competency-based administrator education. Also available for sale through AAVIM is a set of modules designed to assist vocational educators in the process of helping LEP individuals in occupational programs. mcw

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American Vocational Association (AVA)
AVA is a national, professional organization for teachers, supervisors, administrators, and others interested in the development and improvement of vocational education. AVA's mission is to provide educational leadership for the development of a competitive workforce. Association news, legislative information, and issues and trends in vocational education are covered in the *Vocational Education Journal*. The journal is provided to all members as part of their membership dues. The *Vocational Education Weekly* newsletter covers legislative and other national news of interest to the field and is available on a subscription basis. mcw

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American Vocational Association Special Needs Division (AVA/SND)
The general purposes of AVA/SND are to (1) develop professional attitudes and standards among all personnel interested in or responsible for the development or operation of vocational programs for learners with special needs; (2) offer services to

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members of the Special Needs Division which will provide, maintain, extend, and expand quality vocational programs and services to prepare learners with special needs for employment in all occupations; (3) help members of the Special Needs Division keep informed about trends, plans, policies, and current happenings of the AVA and their implications for the development and welfare of vocational education programs and services; (4) act as a clearinghouse for the dissemination of new ideas, research, and other items which will aid in upgrading the vocational programs for learners with special needs; and (5) promote professional relationships with other agencies, organizations, and institutions concerned with learners with special needs. Members receive the *Journal for Vocational Special Needs Education*. sck

Asian American Legal Defense and Education Fund (AALDEF)

99 Hudson Street, 12th Floor
New York, NY 10013
(212) 966-5932

AALDEF is the only non-profit organization on the East Coast that specifically addresses the legal needs of Asian Americans. Founded in 1974, AALDEF has been dedicated to protecting the legal rights of Asian Americans through impact litigation and advocacy, community education, and law student training. Current program priorities include immigration, anti-Asian violence, employment and labor rights, land use and housing, voting rights, and Japanese American redress.

In addition to litigation and community education, AALDEF has a year-round student internship program designed to encourage more Asian Americans to enter the legal profession and use their legal skills to serve community needs. mcw

ASPIRA Association, Inc.

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This national, nonprofit organization serves Puerto Rican and other Latino youth through leadership development and education. Its offices are located in six states, Puerto Rico, and the District of Columbia. ASPIRA is the oldest and largest Hispanic youth organization in the country, serving over seventeen thousand youth annually. It directs a number of programs aimed at reducing the dropout rate, encouraging youth to attend college, and facilitating service to the Latino community. A list of publications is available on request. mcw

Division of Adult Education and Literacy (DAEL)
The U.S. Department of Education's Division of Adult Education and Literacy (DAEL), in the Office of Vocational and Adult Education, has overall responsibility for providing a broad range of services for the education of adults, including those who are disabled or LEP, throughout the country and for promoting the development of adult education resources nationally. Its mission is to provide leadership, direction, and assistance for the States to improve and expand adult education and literacy services; administer the Adult Education Act (AEA); and advise the Assistant Secretary on policies and programs affecting literacy and lifelong learning.

The Adult Education Act (P.L. 100-297 as amended) is currently the major federal program that provides basic education and literacy skills. The program serves adults age sixteen and over or who are beyond the age of compulsory school attendance under state law, and lack sufficient educational skills to function effectively in society.

In addition to administering the AEA, the Division identifies national needs and formulates policies, programs, and procedures necessary to meet the educational needs of adults who lack a high school diploma. DAEL establishes and maintains cooperative and consultative relations with federal, state, local, and private educational agencies, organizations, and associations. Annual regional workshops as well as an annual State Directors of Adult Education Conference are held. DAEL also publishes the *A.L.L. Points Bulletin* newsletter. Call or write for more information on DAEL activities and resources. mcw

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Hispanic Policy Development Project (HPDP)
This nonprofit organization encourages the analysis of public and private policies and policy proposals affecting Hispanics in the United States. HPDP supports high-level policy commissions composed of Hispanics and nonHispanics; conferences, seminars, and debates around central education and employment issues; both lay and professional analysis and evaluation of specific policy options; and policy-analysis competitions open to Hispanic and nonHispanic scholars as well as Hispanic organizations. It seeks to bring its findings to the attention of key groups and leaders throughout the United States, and publishes reports, bulletins, and books based on research and data analysis. sck

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Intercultural Development Research Association (IDRA)
IDRA is a nonprofit research and public education organization dedicated to the principle that all children are entitled to an equal educational opportunity. Since 1973, IDRA has worked toward eliminating the obstacles that minority, economically disadvantaged, and LEP students encounter in schools. IDRA works to promote educational success for students by its involvement in the areas of research, curriculum and materials development, training and technical assistance, and information dissemination. *IDRA* is the organization's newsletter.

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National Association for Bilingual Education (NABE)
A professional association for administrators, educators, paraprofessionals, community and lay people, and students, NABE's main purpose is to recognize, promote, and publicize bilingual education. NABE promotes and publishes scholarly research in language education, linguistics, and multicultural education. It also maintains special interest groups in secondary education, special education, and vocational education. NABE publishes both a newsletter and a journal. sck

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National Association of Vocational Education Special Needs Personnel (NAVESNP)
NAVESNP is an association of individuals who are involved in vocational special needs education. Members serve individuals who are disabled, disadvantaged, and/or LEP. NAVESNP was organized with the following objectives serving as a basis for growth and development to: (1) serve as a unifying association for all personnel in the United States interested in or responsible for the development or operation of vocational education programs for learners with special needs; (2) unite related state and regional units and other organizations dedicated to vocational education special needs into a national professional organization; (3) promote and maintain active leadership in vocational, career and occupational education; and (4) provide service to members of the association. Publications include *Journal for Vocational Special Needs Education* and three *Newsnotes* newsletters. sck

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National Coalition of Hispanic Health and Human Services Organization (COSSMHO)
A private, nonprofit membership organization dedicated to improving the health and psycho-social well-being of the Nation's Hispanic population, COSSMHO pursues its mission by conducting national demonstration programs, coordinating research, and serving as a source of information, technical assistance, and policy analysis.

COSSMHO provides national leadership in identifying and responding to health and human services needs of Mexican American, Puerto Rican, Cuban American, Central American, and Latin American populations. The Coalition works primarily with community-based organizations in targeting problems for national programs, such as juvenile delinquency, child abuse, sexual abuse, adolescent pregnancy, diabetes, and AIDS. COSSMHO pursues programs in research, health promotion and disease prevention, and the education and training of health care providers. Members and affiliated institutions often serve as local sites for COSSMHO's projects. Materials development services are available for clients interested in reaching Hispanic audiences. A variety of publications are available for sale by mail through COSSMHO. Members receive *The COSSMHO Reporter* newsletter. mcw

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National Council of La Raza (NCLR)
The Council exists to improve life opportunities for Americans of Hispanic descent. It serves as an advocate for Hispanic Americans and as a national umbrella organization for over one-hundred formal affiliates, community-based groups which serve thirty-two states, Puerto Rico, and the District of Columbia, and for other local Hispanic organizations nationwide. NCLR works extensively in coalitions with other Hispanic, minority, and mainstream organizations both on specific issues such as education or housing and on broader-scope efforts. Current policy analysis priorities of NCLR include education, language issues, immigration, employment and training, civil rights enforcement, and housing and community development. In addition, special projects address AIDS, Hispanic business ownership, the Hispanic elderly, and teenage pregnancy. NCLR associate members receive quarterly editions of the newsletter, *AGENDA*; information on new publications; and a discount rate on NCLR's annual conference. Information about NCLR projects and publications are available on request. mcw

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National Governors' Association (NGA)
Representing the governors of the fifty states, the commonwealths of the Northern Mariana Islands and Puerto Rico, and the territories of American Samoa, Guam, and the Virgin Islands, NGA's missions are to influence national policy and apply creative leadership to the solution of state problems. NGA's operations are supported by member jurisdictions, and its policies and programs are formulated by the governors. Throughout the year, NGA's staff represents the governors' position to Congress, the administration, and the press; coordinates governors' testimony and other communication with the Congress and the administration on NGA positions; provides the governors with information on federal programs and policies; conducts research; and serves as a means of sharing innovative programs and discussing emerging issues among the states.

The NGA has seven standing committees on major issues: Agriculture and Rural Development; Economic Development and Technological Innovation; Energy and Environment; Human Resources; International Trade and Foreign Relations; Justice and Public Safety; and Transportation, Commerce, and Communications. Policy fields of interest to NGA include agriculture, economic development, education, environment, health, social services, training and employment, trade, and transportation. sck

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National Institute for Work and Learning (NIWL)
NIWL, an institute of the Academy for Educational Development, seeks to improve the connections between education and work for youth and adults and to bring into better balance the supply of and demand for critical skills in the workplace. The Institute's primary focus is the pursuit of collaborative efforts among educators, employers, unions, community organizations, and government to resolve work and learning problems. NIWL accomplishes its mission through basic and policy research, action and development projects, program evaluations, information networking, and technical assistance. NIWL has established three distinct program areas for its projects: partnerships for youth transition, worklife education and training, and productive aging. A list of NIWL publications is available on request. mcw

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National Puerto Rican Coalition (NPRC)
An advocacy organization founded in 1977 to advance the social, economic, and political position of the 2.5 million Puerto Ricans nationwide, the NPRC supports high quality vocational-technical education as a solution to the extreme school dropout rate within the Puerto Rican community. mcw

NPRC
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Washington, DC 20006
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National Puerto Rican Forum (NPRF)
NPRF is a nonprofit organization serving the needs of Hispanic and other minority Americans throughout the United States. Its mission is to empower Puerto Rican/Latino and other disadvantaged communities to achieve socioeconomic and political parity through leadership, education, and economic development. NPRF accomplishes this by providing education, vocational training, and employment services. NPRF has offices in Cleveland, Chicago, Miami, Philadelphia, Hartford, and in its New York City headquarters. sck

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Program Improvement Branch (PIB)
PIB provides assistance to states in the improvement of instructional programs, teacher training, special projects, and the use of volunteers in adult education. PIB staff specialists provide technical assistance on a range of special population programs and areas of interest. PIB also provides national information services through the division's Adult Education and Literacy Clearinghouse.

PIB provides information on special experimental demonstration projects funded under Section 353 of the Adult Education Act and promotes program improvement in family literacy programs, literacy programs, volunteer programs, older persons programs, the use of technology in education, programs for adults with disabilities, ESL programs, correctional education programs, and teacher training programs. PIB also provides programmatic direction and technical assistance to the following national discretionary programs authorized under Section 372 of the Adult Education Act: the State English Literacy Program, the National English Literacy Demonstration Program, and the National Clearinghouse on Literacy Education. mcw

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SER–Jobs for Progress
SER is a national network of forty-three affiliates that provides instruction and help with the following: literacy; basic academic remediation; world of work/job search skills; functional coping skills; educational day care; vocational skills; and placement services to Hispanics, recent immigrants, persons with limited English proficiency, and other disadvantaged groups. Since 1964 it has been providing assistance to primarily Hispanic communities throughout the United States. The network publishes a newsletter and an annual network directory. sck

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Teachers of English to Speakers of Other Languages (TESOL)
TESOL is a nonprofit, international professional organization dedicated to strengthening the effective teaching and learning of English around the world while respecting individuals' language rights. Membership includes subscriptions to the *TESOL Matters* newsletter and the *TESOL Quarterly*, membership in three interest sections, publication discounts, preferred registration at the annual TESOL convention, and discounts on TESOL's Employment Information Service. mcw

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The Urban Institute (UI)
UI is a nonprofit policy and research organization which investigates social and economic problems confronting the nation and assesses government policies and programs designed to alleviate them. Originally focusing on urban problems, the Institute's research agenda has widened to include the study of national issues that reflect, respond to, and at times anticipate the changing needs of our society. UI seeks to sharpen thinking about society's problems and efforts to solve them, improve government decisions and their implementation, and increase citizens' awareness about important public choices. Areas of research which are reflected in their publications include education, job training for teenagers, teen parenthood, immigration, and demographics. sck

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U.S. Department of Education, Bilingual Vocational Education Program
Part of the Office of Vocational and Adult Education, the Bilingual Vocational Education Program sponsors grant programs, two of which are the Bilingual Vocational Training Program (BVT) and the Bilingual Vocational Instructor Training Program (BVIT). The

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BVT program supports projects which provide occupational skills instruction and job-related English language instruction to LEP adults and out of school youth. Projects are funded on a competitive basis for a two-year period. Eligible applicants are state, local, postsecondary educational institutions; private, nonprofit vocational training institutions; and other nonprofit organizations serving individuals who normally speak a language other than English.

The BVIT program supports projects which provide training for instructors, aides, counselors, and other ancillary personnel in bilingual vocational education programs for LEP individuals. Currently, projects focus on inservice training activities that address a national or statewide need in bilingual vocational education. Projects are funded on a competitive basis for an eighteen-month period. Eligible applicants are state agencies and public and private, nonprofit educational institutions.

Interested applicants should check the *Federal Register* for grant competition announcements and the necessary application forms. sck

Wider Opportunities for Women (WOW)
This nonprofit organization works nationally and in Washington, DC, to achieve economic independence and equality of opportunity for women and girls. WOW leads the Women's Work Force Network (WWFN) which is comprised of over four-hundred and sixty independent women's employment programs and advocates in forty-nine states plus the District of Columbia. Each year, WOW's Network serves more than a quarter of a million women seeking employment information, counseling, training, and jobs. Through some of its current projects, WOW consults with school systems to improve vocational education opportunities for women and girls, provides staff development to organizations interested in teaching literacy in the contexts of employment or intergenerational programs, and provides technical assistance to the national job training community on nontraditional employment.

Publications on WOW advocacy and research activities concerning vocational education programs for women and girls are available for sale by mail. Contact WOW for a publications list. mcw

Donna Milgram
Public Policy Director
1325 G Street, NW,
  Lower Level
Washington, DC 20005
(202) 638-3143

CENTERS FOR EDUCATIONAL INFORMATION/SERVICES

The centers and/or offices listed herein provide a variety of information, resources, and referral services concerning issues relating to limited-English-proficient and immigrant students.

ACCESS ERIC
ACCESS ERIC acts as a gateway to ERIC, the Educational Resources Information Center (ERIC). As the outreach component of the system, it promotes services and products and acts as a referral service between the system and its users. This service, available toll free, helps education practitioners, librarians, policymakers, researchers, and students keep informed of data offered by ERIC and other education information service providers. The staff answers questions, refers callers to subject-specific information sources, and provides ERIC System publications. In addition, it maintains education-related databases available to the public online through GTE Education Services and in hard copy. jeb

Department CCE
1600 Research Boulevard, 3C
Rockville, MD 20850
(800) USE-ERIC
FAX: (301) 251-5212

American Immigration Institute (AII)
AII studies and promotes immigration to the United States. The Institute publishes studies and reports on the benefits of immigration. sck

Stephen Moore
1625 K Street, NW, Suite 380
Washington, DC 20006
(202) 966-7340

BOCES Geneseo Migrant Center (BGMC)
Since 1968, BGMC has provided a comprehensive program of educational, health care, and family support services to migrant farmworkers from infants to adults. Center staff provide seasonal programs to the workers at various "camp" locations. The Center also conducts research on migrant characteristics and needs, and serves as a major repository and dissemination source for such information. Currently, the Center has been placing its highest concentration of effort on providing services to dropouts through coordinating the Migrant Dropout Reconnection Program (MDRP) in thirty states, plus Puerto Rico. MDRP attempts to increase the number of migrant dropout youth who resume an alternative educational/vocational program and/or secure employment. The Center's publications include *Real Talk*, the newsletter of the Migrant Dropout Reconnection Program; and *Primetime*, the newsletter of the Parental Resources for Involvement in Migrant Education (PRIME). jeb

Robert Lynch, Director
Holcomb Building, Room 210
Geneseo, NY 14454
(716) 245-5681
(800) 245-5680 (in NY)
(800) 245-5681

Business Council for Effective Literacy (BCEL)
BCEL is a national public charity dedicated solely to advancing general and workforce literacy in the United States. BCEL serves as a major source of information, analysis, and guidance for the literacy and business communities and for public planners. Its broad purpose is to stimulate awareness and critical thinking at the local, state, and national levels; promote action and good practice among public and private sector organizations; and foster effective public policy development. A major portion of BCEL's work is devoted to working with the national business community and with workforce and workplace literacy issues. BCEL publishes a comprehensive and authoritative national newsletter, how-to guides, and other materials for the literacy and business communities. jeb

Gail Spangenberg, Vice President and Operating Head
Wilma McCarley, Senior Program Associate
1221 Avenue of the Americas, 35th Floor
New York, NY 10020
(212) 512-2415
(212) 512-2412

Career Resources Development Center (CRDC)
CRDC, formerly known as Chinatown Resources Development Center, is a community-based agency providing English language classes and skills training to adults with limited English skills, as well as to fluent speakers. CRDC prepares graduates for entry and intermediate level clerical positions and for entry level jobs in the service trades. Most of the Center's training programs include placement assistance. CRDC's mission is to help economically and/or educationally disadvantaged individuals improve their potential through language instruction, job training, and other activities that may enhance their value as productive members of society. CRDC achieves this mission through the school and various community-development activities. sck

Chui L. Tsang, Executive Director
655 Geary Street
San Francisco, CA 94102
(415) 775-8880

Center for Career Studies
The Center for Career Studies is designed to provide information, resources, materials, and staff development for individuals and agencies that deal with language minority adults. The Center is especially concerned with helping to link immigrants with the workplace. Recently, it has placed special emphasis on issues and concerns related to education and services for amnesty applicants, adults who are becoming legal residents of the U.S. under the 1986 Immigration Reform and Control Act (IRCA). The Center also acts as a liaison between educational providers, state education agencies, and the IRCA. It provides up-to-date information, materials, strategies for helping workers gain legal status, and concept papers that discuss the socio-political concerns that surround the

Paul Bott, Director
California State University
1250 Bellflower Boulevard
Long Beach, CA 90840-5501
(213) 985-4680

educational requirements of IRCA. The Center holds conferences and provides staff development and teacher education workshops for various agencies. sck

Council of Chief State School Officers (CCSSO)
CCSSO is a nationwide nonprofit organization of the fifty-seven public officials who head departments of elementary and secondary education in every state, five U.S. extra-state jurisdictions, the District of Columbia, and the U.S. Department of Defense Dependents' Schools. The Council seeks its members' consensus on major education issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

CCSSO maintains a Resource Center on Educational Equity which provides services designed to achieve equity in education for minorities, women and girls, and for disabled, limited-English proficient (LEP), and economically disadvantaged students. CCSSO's staff provides technical assistance in policy formulation, develops programs and materials, gives technical assistance in workshop planning and other services needed by state education agencies, holds working conferences, monitors civil rights issues, and trains local on-site trainers to increase the dimensions of this work. CCSSO also publishes a quarterly newsletter, *CONCERNS*.

CCSSO is responsible for managing and staffing a variety of leadership initiatives to provide better educational services to children and youth at risk of school failure. It conducts projects on topics such as dropout prevention, improving educational services to LEP students, increasing the participation of female and minority students in mathematics and social studies, improving transition programs for disabled youth, school-sanctioned community service, educational equity for juvenile female offenders, and AIDS education. sck

Gordon M. Ambach, Executive Director
One Massachusetts Avenue, NW, Suite 700
Washington, DC 20001-1431
(202) 408-5505
FAX: (202) 408-8072

Employment Training Center (ETC)
ETC trains immigrants, the LEP population, dropouts, and single parents in four job skill areas: clerical, child care, printing, and electrical trades. Assistance is given in job placement. Supplementary ESL instruction is provided for foreign born clients. Individualized instruction is offered via computer programs. sck

Jerry Caputo, Director
Pat Horner, Employment Training Coordinator
816 S. Walter Reed Drive
Arlington, VA 22204
(703) 358-5770
(703) 358-5777
FAX: (703) 358-5815

IBM Job Training Centers

The Job Training Centers are located in urban areas with high unemployment. The programs are designed for economically disadvantaged individuals who cannot afford commercially available training. The centers are operated in cooperation with nonprofit community-based organizations such as the National Urban League, Opportunities Industrialization Centers, SER-Jobs for Progress, and local businesses. Although training is offered primarily in word processing, some centers also offer additional courses such as programming, computer operations, data entry, terminal or personal computer operations, and clerk typing.

Through its Basic Skills/Literacy Support Program, IBM supports basic skills and literacy development at the centers. Disadvantaged persons who do not have the skills to enroll in job training are served through a comprehensive education system, designed to provide training from basic literacy to skills necessary for a high school equivalency diploma.

IBM provides equipment, maintenance, software, equipment-related supplies, and all classroom materials as needed. There is no tuition charge. To learn more about this service or the location of the more than ninety-five Job Training Centers IBM has in place, contact Kathleen Ryan. sck

Kathleen A. Ryan, Staff
Communications Specialist
International Business
Machines Corporation
IBM United States
2000 Purchase Street
Purchase, NY 10577-2597
(914) 697-6578

Institute for the Study of Adult Literacy

In 1985, the College of Education at Penn State established the Institute for the Study of Adult Literacy as a vehicle for using the resources of a major land grant institution to address the issues in the field of adult literacy. The goals of the institute are development and dissemination of a sound conceptual and research base in the field of adult literacy, improvement of practice in the field of adult literacy, and leadership and coordination of a comprehensive approach to the delivery of adult literacy services.

Projects to date have addressed technology in adult literacy, intergenerational literacy, staff development and training, workplace literacy, and special needs populations. sck

Eunice N. Askov, Director
and Professor of Education
Barbara Van Horn, Grants and
Projects Coordinator
College of Education
Pennsylvania State University
204 Calder Way, Suite 209
University Park, PA 16801-4756
(814) 863-3777
FAX: (814) 863-6108

Multifunctional Resource Centers (MRCs)

Funded by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), sixteen MRCs provide technical assistance and training for LEP students within their designated service regions. Technical assistance may include the areas of English as a second language (ESL) methodology, language acquisition, crosscultural issues, community involvement, and literacy. Each MRC collects and disseminates to other MRCs information on a specific aspect of bilingual education, including such issues as English literacy for LEP students; bilingual vocational education, special education, adult education, and program administration; ESL and other alternatives; counseling and career education for LEP students; and educational technology in bilingual programs. For an updated directory of the sixteen MRCs, contact the Office of Bilingual Education and Minority Languages Affairs at the above address. sck

Rita Esquivel, Director
Nguyen Ngoc Bich,
Deputy Director
Office of Bilingual Education
andMinority Languages
Affairs (OBEMLA)
400 Maryland Avenue, SW
Switzer Building, Room 5086
Washington, DC 20202-2518
(202) 732-5700

National Center for Resources on Cultural Diversity and Second Language Learning (NCRCDSLL)

The NCRCDSLL's mission is to help language minority students succeed in grades K-12; identify, develop, and refine teaching methods that incorporate the student's cultural background; and promote multicultural understanding and appreciation. The Center conducts research and disseminates information and products regarding the education of language minority students. Communication and networking among researchers, educators, administrators, parents, students, and policymakers is also encouraged. sck

Stephanie Dalton, Associate
Director
399 Clark Kerr Hall
University of California at
Santa Cruz
Santa Cruz, CA 95064
(408) 459-3500
(408) 459-3501
FAX: (408) 459-3502

National Diffusion Network (NDN)

NDN sponsors over one-hundred exemplary programs that can be used to achieve the National Goals for Education issued by the President and the Nation's governors in February 1990. Administered by the U.S. Department of Education, NDN provides funds to disseminate information about exemplary programs to schools, colleges, and other institutions throughout the country. These programs and their sponsoring schools and organizations, the NDN State Facilitators, and the Private School Facilitator form a resource network that helps other schools adopt programs for their own use to improve the education of their students. NDN programs have been field-tested with students and are proven effective. Every program has been evaluated locally and approved by a panel of the U.S. Department of Education. Types of projects include

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and Improvement
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208-5645
(202) 219-2134

Developer Demonstrator Projects, developed by local schools; Dissemination Process Projects, large scale programs run by national organizations; and State Facilitator Projects, which serve as in-state links between NDN programs and local schools. Subjects covered by NDN include communication, programs for students who are disabled, educational reform, career and vocational education, and dropout prevention programs. jeb

Northwest Educational Cooperative (NEC)
NEC is an educational agency which has local, state, and federal grants for training and staff development, consultative assistance, information dissemination, and product development. Selected projects concerning limited English proficiency in vocational education include the Bilingual Vocational Educational Project, Capacity Building for States, English as a Second Language Statewide Service Center, and the Illinois Resource Center. NEC is a source of English language training, vocational counseling, and access to resources.

Other activities of NEC include maintaining a collection of resources pertaining to literacy and coping skills of persons whose native language is not English; making available to agency personnel working with displaced homemakers seeking to enter the job market information through a statewide computer database on child care, job training, housing, social services, job placement, and other services; providing job development services; and providing staff development and technical assistance to professional adult educators serving adult learners. sck

Larry Chase, Executive
Director
1855 Mt. Prospect Road
Des Plaines, IL 60018
(708) 803-3535
FAX: (708) 803-3231

Pacific Region Educational Laboratory (PREL)
As one of ten Office of Educational Research and Improvement's regional laboratories, PREL helps schools improve educational outcomes for children, youth, and adults. This mission is carried out by assisting educators, families, government, community agencies, business, and labor in maintaining cultural literacy and improving quality and equality in educational programs and processes. This is accomplished through forums, research, technical assistance, evaluation, training, information resource activities, and product and procedure development and dissemination. PREL serves children and educators in American Samoa, Commonwealth of the North Mariana Islands, Federated States of Micronesia, Guam, Hawaii, Republic of the Marshall Islands, and Republic of Palau. jeb

John W. Kofel, Executive
Director
Kay Noguchi, Communication
Specialist
1164 Bishop Street, Suite 1409
Honolulu, HI 96813
(808) 532-1900
FAX: (808) 532-1922

Quality Education for Minorities Network (QEM)

Shirley McBay, President
1818 N. Street, NW, Suite 350
Washington, DC 20036
(202) 659-1818

QEM serves as the focal point for the implementation of strategies that will help realize the vision and goals set forth in the QEM Project Action Council and Resource Group's report, "Education That Works: An Action Plan for the Education of Minorities."

The goals include explicit inclusion of minorities in school restructuring; broad publication and replication of educational strategies which have been proven most effective with minority youth; the importance of improving education for all students; and minority families and communities taking greater responsibility for the education of their children, for raising aspirations and commitment to success, and promotion of the values of discipline and hard work required to succeed in school, in the workplace, and as citizens. QEM is also concerned with strengthening the school-to-work transition. A computerized database categorizing successful educational programs around the country is also being assembled.

Although its initial efforts will focus on members of groups historically underserved by education (i.e., Alaska Natives, American Indians, African Americans, Mexican Americans, and Puerto Ricans), the QEM Network advocates quality education for all students. Following this initial focus in its early efforts, the QEM Network will expand to include others served who are disadvantaged due to socioeconomic status or language barriers. sck

Resources in Special Education (RiSE)

RiSE
650 Howe Avenue, Suite 300
Sacramento, CA 95825
(916) 641-5925
FAX: (916) 641-5871

RiSE provides information and resources for individuals and organizations interested in the education of children with exceptional needs in California. RiSE is sponsored by the California State Department of Education, Special Education Division.

Exemplary program overviews, best practices, current research and reports, materials for staff development, and information on Special Education Division projects and activities are available through the statewide lending library and RiSE publications. RiSE provides reference and referral services from an extensive resources collection, maintains two electronically accessible databases, publishes training and information manuals, and produces a bimonthly newsletter, the *Special EDge*. A list of publications is available upon request. sck

Technical Assistance for Special Populations Program (TASPP)
TASPP is a service function of the National Center for Research in Vocational Education at the University of California at Berkeley. Housed at the University of Illinois, it is designed to assist in the improvement of vocational education programs for youth and adults with special needs. TASPP's goals are to provide comprehensive resource and referral services to practitioners, researchers, and policymakers working in vocational education with special needs populations at the secondary and postsecondary level; to initiate and support networks of professionals serving the vocational education needs of special groups; and to provide targeted technical assistance on topics or problems crucial to improving the quality of vocational education programs provided to special populations. TASPP activities include conducting workshops; publishing a quarterly newsletter, *TASPP BULLETIN*, and a topical series, *TASPP BRIEF*, on critical issues and policy options; and developing appropriate materials for national distribution. sck

National Center for Research
in Vocational Education
University of Illinois
Carolyn Maddy-Bernstein,
Director
Department of Vocational and
Technical Education
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807
FAX: (217) 244-5632

CLEARINGHOUSES

The following clearinghouses provide specialized information and technical assistance to teachers, administrators, counselors, policymakers, parents, students, and others interested in the issues surrounding limited-English proficient (LEP) youth and adults in vocational education programs. Available services include information responses by letter, telephone, or electronic interaction; access to a computer-based information network; individualized computer searches; specialized projects; conference presentations; and telephone consultations. Publications include the following: newsletters, bibliographies, monographs, journal columns and articles, fact sheets and resource papers, resource directories, and referral lists.

Center for the Prevention and Recovery of Dropouts (CPRD)
Sponsored by the Intercultural Development Research Association, CPRD functions as a clearinghouse of information on such issues as the magnitude of the dropout problem, the cost of early school leaving, and mechanisms for school and community responses to the problem. sck

Intercultural Development
Research Association (IDRA)
Jose A. Cardenas, Executive
Director of School Services
5835 Callaghan Road, Suite 350
San Antonio, TX 78228
(512) 684-8180

Clearinghouse on Adult Education and Literacy
Sponsored by the U.S. Department of Education, Office of Vocational and Adult Education, Division of Adult Education and Literacy, this clearinghouse links the adult education community with existing resources in adult education, and provides information which either deals directly with state-administered adult education programs funded under the Adult Education Act (P.L. 100-297), or can provide support to adult education activities. The clearinghouse responds to requests for information, provides referral services, issues publications, and functions as a "broker" of information services by referring inquiries to appropriate sources. Publications available at no cost include the *Adult Education Act and Regulations*, fact sheets on adult education, directories on various programs and resources, literacy materials, papers on selected adult education subjects, the *Bibliography of Resource Materials*, and *Special Answers for Special Needs (A Guide to 353 Available Resources)*. Areas of interest include adult secondary education, workplace literacy, corrections education, computer assisted instruction, adults with disabilities/special learning needs, English as a second language (ESL), family literacy, older persons, staff development, volunteers, homeless, adult education programs, and literacy programs. sck

Tammy Fortune, Education
Program Specialist
400 Maryland Avenue, SW
Washington, DC 20202-7240
(202) 732-2396

English Plus Information Clearinghouse (EPIC)
EPIC promotes the concept of "English plus," which holds that "national interest can best be served when all persons of our society have full access to effective opportunities to acquire strong English language proficiency plus mastery of a second or multiple languages." The Clearinghouse's goal is to promote awareness of the language issue and its impact on education and foreign and domestic affairs via disseminating information at meetings, the *EPIC Events* newsletter, and special mailings; monitoring legislation; and maintaining a library. jeb

Maurice Belanger, Information Specialist
220 Eye Street, Suite 220
Washington, DC 20002
(202) 544-0004
FAX: (202) 544-1905

ERIC Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE)
The ERIC Clearinghouse provides comprehensive information services in adult and continuing education; career education, childhood through adult; and vocational and technical education. Publications include in-depth reviews, *Digests* that summarize information on selected topics, *Trends and Issues Alerts* that provide information on emerging trends and issues, and *Practice Application Briefs* that are based on research findings. Services include computer searches and referrals. sck

Ohio State University
Judy Wagner, Assistant Director for Dissemination
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353
(800) 848-4815
FAX: (614) 292-1260

ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL)
ERIC/CLL publishes four monographs each year under the series title, *Language in Education: Theory and Practice*. Issues in the fields of languages and linguistics are covered in the monograph series published as practical guides, state-of-the-art papers, theoretical reviews, and collected reports. The Clearinghouse also develops and disseminates *Digests*, *Minibibs*, *Ready-Made Computer Searches*, and a semiannual newsletter. Information relating to curriculum developments and problems, theoretical and applied linguistics, bilingual education, cultural and intercultural context of languages, commonly and uncommonly taught languages, including ESL, and teacher training can be obtained through the clearinghouse. sck

Charles Stansfield, Director
Jeanne Rennie, Associate Director
Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037-0037
(202) 429-9551
FAX: (202) 659-5641

ERIC Clearinghouse on Urban Education (ERIC/CUE)

ERIC/CUE collects and disseminates published and unpublished materials for a wide audience of educators, researchers, and professionals in a range of disciplines, and interested members of the general public. The Clearinghouse's areas of concern include the education of urban minority youth, grades three through college, especially African Americans, Asian Americans, and Hispanic Americans; urban schooling; ethnic discrimination; school desegregation; the relation between urban and minority life and school performance; and urban and minority social institutions and services as they relate to education. Publications available from ERIC/CUE include *Urban Diversity Series*, *Trends and Issues Series*, *ERIC Digests*, and *Urban Schools Bibliographies*. sck

Wendy Schwartz, Managing Editor
Douglas Folsom, Senior Information Specialist
Box 40
Teachers College
Columbia University
New York, NY 10027
(212) 678-3433
FAX: (212) 678-4048

National Clearinghouse for Bilingual Education (NCBE)

Funded by the U.S. Department of Education, NCBE is a national information center on the education of LEP students. NCBE provides reference and referral services on all aspects of bilingual and ESL instruction. In addition to these services, NCBE offers free access to its electronic information system, which includes three searchable databases and an electronic bulletin board. NCBE's bimonthly newsletter, *FORUM*, presents news articles and other current information. NCBE's information system and publications focus on the needs of practitioners and individuals or organizations which work directly with practitioners in the education of LEP persons. sck

Joel Gomez, Director
George Washington University
Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037
(202) 467-0867 (in Washington, DC)
(800) 321-NCBE

National Clearinghouse on Literacy Education (NCLE)

NCLE is operated by the Center for Applied Linguistics as an adjunct to the ERIC Clearinghouse on Languages and Linguistics. Its mission is to serve providers of educational services as a national resource center for information, materials, and technical assistance on literacy education for LEP adults and out-of-school youth. It serves community-based organizations; private voluntary agencies; federal, state, and local education agencies; businesses; unions; correctional institutions; libraries; and many other groups involved in literacy education for this population. NCLE also links the diverse public and private institutions, agencies, and community groups concerned with literacy issues for LEP groups. Two important aspects of NCLE's mission include (1) the establishment of

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Jeannie Rennie, Associate Director
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FAX: (202) 659-5641

the Literacy Education Referral Network (LERN) for educators working with LEP adults and (2) a database of documents related to literacy education for LEP adults, accessible to educational service providers.

One product of the Clearinghouse is a directory of literacy programs in the United States serving LEP adults and out-of-school youth. Other new publications address approaches to teaching literacy to LEP adults, workplace literacy for LEP adults, reaching and keeping students in adult literacy programs, cultural considerations in teaching literacy to LEP adults, training literacy volunteers and tutors, biliteracy, and the role of first language literacy in the acquisition of second language literacy. sck

National Dropout Prevention Center (NDPC)
NDPC gathers, analyzes and disseminates information to individuals and groups involved in school dropout prevention efforts. NDPC's mission is to significantly reduce the dropout rate in schools by helping to develop public-private partnerships between schools, businesses, and communities to meet the needs of at-risk youth. NDPC publishes the quarterly *National Dropout Prevention Newsletter*, *A Series of Solutions and Strategies* serial, and numerous topical publications. It maintains the FOCUS database on dropout prevention. It also manages the National Dropout Prevention Network, a membership-based organization of over two thousand and five-hundred professionals involved in school dropout prevention efforts. The annual National Dropout Prevention Conference is a major activity of the network. jeb

Jay Smink, Executive Director
Marty Duckenfield, Data Management and Research Analyst
Clemson University
Clemson, SC 29634-5111
(803) 656-2599
(800) 443-6392
(800) 868-3475 (SC only)
FAX: (803) 656-0136

COMPUTER-BASED INFORMATION NETWORKS

Computer-based information networks provide instantaneous online communication, electronic bulletin boards, and database services. These networks are an efficient method of communicating with other school districts, agencies, clearinghouses, and institutions of higher education and keeping abreast of the latest legislation, programs, funding, resources, and other pertinent information concerning relevant issues in education.

ADVOCNET

The National Center for Research in Vocational Education (NCRVE), University of California at Berkeley, manages ADVOCNET, a national electronic mail system linking adult, vocational, and technical educators, administrators, and others. The service features message exchanges, bulletin boards, and teleconferencing. The network serves to inform the vocational community nationwide about meetings, workshops, conferences, new products, and other information of special interest.

ADVOCNET provides access to people and information throughout the nation in a variety of ways which include: communicating with other users effectively; sending messages to many users at once by using mail distribution lists; composing messages on your personal computer and uploading them, or composing messages online; sending data files or formatted documents, even spreadsheets and word processing documents, to other users; accessing news and information services and online database services, including VECM, RIVE, and ERIC; and posting and reading ADVOCNEWS bulletin board items on a variety of subjects. ADVOCNEWS is an electronic bulletin board for the exclusive use of ADVOCNET members. Announcements and requests can be posted in many categories, including meetings, jobs, special needs, new products, legislation, and requests.

All that is needed to access ADVOCNET is a personal computer or terminal, modem, phone line, and subscription through the vendor, BT North America Inc. Technical assistance is available toll free from NCRVE and from the vendor, BT North America, Inc. Online help, an interactive online tutorial, and printed documentation is also available to users. For subscription information, contact BT North America, Inc., 2560 N. First Street, P.O. Box 49019, San Jose, CA 95161-9019, (800) 872-7654. sck

David Carlson, Administrative Assistant
National Center for Research in Vocational Education
1995 University Avenue, Suite 375
Berkeley, CA 94704-1058
(510) 642-3798
(800) 762-4093
FAX: (510) 642-2124

National Clearinghouse for Bilingual Education/ Computerized Information System (NCBE/CIS)
NCBE/CIS focuses on the needs of practitioners or organizations working with the education of limited-English proficient (LEP) persons. NCBE now offers electronic access to its information system at no cost. The NCBE/CIS consists of searchable databases, a bulletin board, and electronic mail. The searchable databases include the NCBE Bibliographic Database (NCBE) which consists of bibliographic citations and abstracts to publications dealing with the education of linguistically diverse student populations in U.S. public schools; NCBE Resources Database (REDB) which profiles research centers, professional associations, advocacy groups, and other organizations involved in the education of, or the provision of services toLEP students; and the Publishers' Database (PUBS) which includes organizations that are involved in the publishing, distribution, or development of materials for use with language minority students. An electronic bulletin board highlights news from federal, state, and local education agencies, conference announcements, and other current information .

Anyone with access to a personal computer and modem can use NCBE/CIS. To obtain an NCBE User ID to access CIS, simply write or call NCBE. All users of NCBE /CIS will receive a new, updated *User's Guide* with complete directions and help. sck

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University
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Washington, DC)
(800) 321-NCBE
FAX: (202) 429-9766

SpecialNet
The world's largest computer-based information network for education professionals, SpecialNet consists of electronic mail, bulletin boards, and databases. It provides quick and easy communication from classroom teachers to administrators in county, state, and federal offices of education. More than forty national bulletin boards including Independent.Living, Litigation, LRE, Program.Eval, and Voced.Transition are available along with over fifty active state bulletin boards. SpecialNet's databases consist of several types, including specialized databases such as Program Evaluation and topical databases which include archived information taken from many SpecialNet bulletin boards and stored so users can locate information on a specific topic. SpecialNet is available twenty-four hours a day, seven days a week, through virtually any telephone in the United States and Canada, as well as seventy additional countries worldwide. sck

GTE Education Services, Inc.
Subscription Services
8505 Freeport Parkway,
Suite 600
Irving, TX 75063
(800) 468-8550

DATABASES

Databases, which are generally offered as separate online information retrieval services, provide a wealth of pertinent information regarding special needs populations to interested parties.

EdLINC

EdLINC is a national network offering free services to professionals in resource media, information, library, and service centers. The network is for individuals responsible for finding, recommending, and purchasing new materials, and providing current information on instructional materials and school products (e.g., tests, software, books, multimedia, computer and audiovisual equipment, school supplies). EdLINC is designed to help meet the needs of teachers, administrators, students, and allied educational professionals.

EdLINC provides up-to-date information through the EdLINC Database, a free electronic catalog information service that enables educators to find the most appropriate materials to match their needs quickly and easily. EdLINC also provides a monthly newsletter, a membership directory to encourage member interaction, and its national annual convention. The professional goal of EdLINC is to promote better education through better information. jeb

Victor E. Fuchs, Director
P.O. Box 14325
Columbus, OH 43214
(800) 736-1405
(8AM-5PM, M-F EST)
FAX: (614) 433-0852

ERIC

The Educational Resources Information Center (ERIC), sponsored by the OERI, U.S. Department of Education, is primarily designed to provide users with ready access to English language literature dealing with education. It does so through products and services that include databases, abstract journals, microfiche, document reproduction, computer searches, and analyses and syntheses. ERIC maintains the world's largest education database that covers all aspects of education and is accessible in most university, state, and large city libraries in at least one of four formats (1) manual indexes, (2) microfiche collection, (3) online service, and (4) CD-ROM retrieval system. jeb

U.S. Department of Education
Office of Educational Research
and Improvement (OERI)
555 New Jersey Avenue, NW
Washington, DC 20208-5720
(202) 219-2289
(800) USE-ERIC
FAX: (202) 219-1817

FOCUS

FOCUS is a database collection on dropout prevention. Sponsored by the National Dropout Prevention Center, it contains files on successful dropout prevention programs, skill-building workshops and conferences, resource materials, agencies and professional organizations, speakers, and consultants. FOCUS is accessible seven days a week by utilizing a personal computer and a modem through the normal long distance telephone lines, or through Internet. jeb

Marty Duckenfield, Information
Resource Coordinator
Jay Smink, Executive Director
National Dropout Prevention
Center
Clemson University
205 Martin Street
Clemson, SC 29634-5111
(803) 656-2599
(800) 443-6392
(800) 868-3475 (in SC)
FAX: (803) 656-0136

National Information Center for Educational Media (NICEM)

The NICEM database covers the entire spectrum of non-print media intended for use in the educational field from preschool to graduate and professional school levels and for vocational training. Librarians, media specialists, curriculum planners, educators, trainers, and researchers can select from thousands of programs available representing a variety of producers and distributors.

Subject areas that apply to learning are included in the database. Heavily covered subject areas include vocational and technical education, and guidance and counseling. Special education information is also available. NICEM continues to acquire and collate information from a number of sources, including producer and distributor catalogs for nonprint materials, the Library of Congress media centers, colleges, universities, and libraries.

Patrick J. Sauer, Managing Editor
Publishing Division, Access
Innovations, Inc.
P.O. Box 40130
Albuquerque, NM 87196
(505) 265-3591
(800) 468-3453
FAX: (505) 256-1080

Research in Vocational Education (RIVE)

RIVE is a specialized database covering ongoing and recently completed projects in the field of vocational education. It also indexes the resulting products and reports. Special emphasis is given to the research, personnel, and curriculum development activities funded under the Carl D. Perkins Vocational and Applied Technology Education Act.

Researchers may avoid duplication of effort by searching RIVE before applying for federal or state funds. RIVE may be used to study trends in funding, such as amount or duration of study. It may also be of use to professionals in the field of vocational education for identifying new developments and projects.

David Carlson, Manager
National Center for Research
in Vocational Education
1995 University Avenue,
Suite 375
Berkeley, CA 94704-1058
(510) 642-3798
(800) 762-4093
FAX: (510) 642-2124

RIVE includes descriptive abstracts of most project proposals. Projects in fields of vocational education are covered including adult education, basic skills education, bilingual vocational education, curriculum development, gifted and talented programs, job placement, personnel development, and rural education.

The database is available through BRS Information Technologies. Many larger libraries subscribe to BRS and conduct searches on request. NCRVE also conducts searches for clients. NCRVE works with state program improvement officers and the federal Office of Vocational and Adult Education to maintain the content of the database. BRS and NCRVE also provide technical support to database users. For subscription information, contact BRS Information Technologies, Inc., 8000 Westpark Drive, McLean, VA 22102, (800) 289-4277. sck

TASPP Computerized Information Base

TASPP has designed a computerized information base exclusively for practitioners, researchers, and policymakers regarding vocational education programs for special needs populations. Custom designed information searches are made available at no charge on topics such as transition, at-risk youth and adults, LEP students and immigrants, teen pregnancy, rural and urban education, and integrating vocational education and academics.

Entries contained in the base are as follows: reference materials including the most recent research reports, monographs, state reports, organizational initiatives, program development manuals, journals, and newsletters; organizations, associations, and agencies; centers for educational information/services including curriculum centers, clearinghouses, computer based-information networks, and databases; names and addresses of contact persons in state and national agencies, associations, and organizations; and exemplary programs/practices identified by TASPP staff. sck

National Center for Research
in Vocational Education
Technical Assistance for
Special Populations Program
University of Illinois
Department of Vocational and
Technical Education
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807
FAX: (217) 244-5632

Vocational Education Curriculum Materials (VECM)
The VECM database is a comprehensive centralized computerized database of information on curriculum materials. Its development was the result of a cooperative effort by the six Curriculum Coordination Centers (CCCs) of the National Network for Curriculum Coordination in Vocational Technical Education (NNCCVTE) and NCRVE.

Only current vocational and technical curriculum materials that have national availability appear in VECM. About six thousand records of both print and nonprint materials (including about eleven hundred microcomputer courseware entries) are now in the database, and the number is continually increasing. An important recent emphasis has been on the entry of curriculum materials for special needs populations.

Each VECM entry includes the following information about the curriculum product title, date, sponsoring agency, developer, subject matter classification, educational level, intended user, student target population, description of the print or nonprint materials, copyright restrictions, and availability.

The database is available through BRS Information Technologies. Many larger libraries as well as the NNCCVTE subscribe to BRS and conduct searches on request. NCRVE also conducts searches for clients. The CCCs and NCRVE continue to build and maintain the VECM database. All vocational and technical educators are encouraged to contribute information about curriculum materials. For subscription information, contact BRS Information Technologies, Inc., 8000 Westpark Drive, McLean, VA 22102, (800) 289-4277. sck

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EXEMPLARY VOCATIONAL SPECIAL NEEDS PROGRAMS

The Technical Assistance for Special Populations Program (TASPP) of the National Center for Research in Vocational Education, University of California at Berkeley, conducts an annual search for exemplary vocational education programs serving students with special needs. TASPP's evaluation process focuses on specific components which research has shown are characteristic of effective programs. Applications providing detailed program descriptions are evaluated for these components by leaders in the field of special needs vocational education. The following entries represent these programs.

Comprehensive Bilingual Vocational Education for Refugee Youth

Operated by the Catholic Charities of Richmond through a grant from the U.S. Department of Education, this program states the following goals: (1) reduce the dropout rate among at-risk, limited-English proficient (LEP) youth, (2) increase students' English language skills to the degree necessary for independent functioning in the United States, (3) provide students training in a vocational area in conjunction with employment acquisition/retention skills, and (4) increase self-esteem and goal-directed behavior among students involved in the program.

This Bilingual Vocational Education (BVE) two-year program includes a half day of intensive English as a second language instruction, a half day of vocational training with bilingual assistance, and three hours per week of training in job readiness and independent living skills. In its first year of operation, the program significantly decreased the dropout rate among LEP students in the two county school systems being served. Chesterfield County's LEP dropout rate decreased from thirty-five to zero percent. Henrico County's LEP dropout rate dropped from twenty to four percent. Preliminary results of an independent evaluation of the program by Virginia Commonwealth University show that ninety-six percent of students contacted who have completed the BVE program are either employed or continuing their education.

Mary Jo Bateman
Project Director
Catholic Charities of
Richmond, Inc.
1010 N. Thompson Street
Richmond, VA 23230
(804) 354-0720
FAX: (804) 354-0729

Learning Lab for Technology and Applied Sciences

The Learning Lab for Technology and Applied Sciences is the unique provider of academic support services for Santa Fe Community College vocational students. The Lab is also the heart of a network which draws together college and community resources to offer the entire range of support services necessary for

Pat Smittle, Chair
Santa Fe Community College
Learning Lab/Developmental
Education
3000 N.W. 83rd Street
Gainesville, FL 32602
(904) 395-5395

students who are academically disadvantaged and those with limited English proficiency.

Identified as exemplary in 1990, the goal of the program is to develop student potential through a comprehensive system of outreach, assessment, advisement, and instruction. During the 1988-1989 academic year, the lab served 1,534 students with special needs, seventy-five percent of whom either graduated or continued their education.

The program strives to eliminate gaps between students' skills and the requirements of the vocational-technical programs. Upon entry into a vocational program, students' skills are assessed, a diagnosis made, and appropriate remediation initiated. The academic prescription, is tailored to individual needs and may include the development of reading, writing, mathematics, science, critical thinking, study and employment skills, and/or the development of language and cultural adaptation skills. Students are served in either individual or small-group instructional settings in a nurturing environment. jeb

Vocational Education Resource System (VERS)
Funded by the Career-Vocational Education Division of the California Department of Education, VERS is a comprehensive technical assistance and information referral system. VERS was identified as an exemplary state technical assistance and information referral service in 1991. VERS assists career-vocational teachers, counselors, and administrators in improving and expanding programs and services for special population students (disadvantaged, at-risk, disabled, or LEP). VERS provides technical assistance to educators in areas such as integration of vocational and academic education, program administration, instructional strategies, fiscal and accountability, and grantwriting. Regional workshops, inservice training, and telephone consultation to educators throughout California are also provided. VERS designs and utilizes a regional computer database and manages the Special Populations Library, offering audiovisual, textbooks, curriculum guides, reports and other publications for loan to educators, especially those working with special needs students. jeb

Tony Apolloni, Director
California Institute on Human
Services
Sonoma State University
1801 E. Cotati Avenue
Rohnert Park, CA 94928
(707) 664-2416
FAX: (707) 664-2417

MODEL PROGRAMS

The Technical Assistance for Special Populations Program (TASPP) receives frequent requests for model programs serving special populations. This listing contains a *selection* of those models and/or practices designed to assist educational personnel to better serve students with limited English proficiency.

Bell Multicultural High School (BMHS)
BMHS, a fully accredited, secondary school with adult education, is dedicated to providing its students with academic, vocational, personal, and employment-related skills needed to enable them to participate equitably in American society. The students consist of limited-English proficient (LEP) immigrants/refugees and minority youth and adults. The five programs offered are (1) academic; (2) career, occupational, and technical training; (3) after-school dropout prevention; (4) adult and family education; and (5) a center for excellence in languages. Program components include instructional, counseling, and career development. Students are offered academic, career, vocational, remediation, and independent study courses including preparation for the GED exam and world-of-work training. sck

Maria Tukeva, Principal
Kathy Gillette, Program
Development
3145 Hiatt Place, NW
Washington, DC 20010
(202) 673-7314
(202) 673-3551

Business Technology Academies
A collaborative effort by Sequoia Union High School District and local businesses, the Business Technology Academies attempt to help youth who are educationally disadvantaged break the pattern of lower academic achievement, inadequate skills, and chronic unemployment. By forming partnerships with local businesses, the program attempts to meet basic academic and vocational training needs of limited-English proficient (LEP) and educationally disadvantaged youth at risk of becoming unemployed dropouts. The program also prepares these students for employment in local businesses.

The academies incorporate a curriculum relating academics with employability skills; smaller classes for individualized attention; counseling services; careful monitoring of student performance; career information through field trips, guest speakers, and a mentoring program; and job opportunities through paid summer employment and senior year work experience. This program will run until 1992. mcw

Marilyn Raby
Sequoia Union High School
480 James Avenue
Redwood City, CA 94062
(415) 369-1411 (Ext. 327)

Coca-Cola Valued Youth Program

The Coca-Cola Valued Youth Program is an instructional program designed to reduce dropout rates among Hispanic LEP middle-school children who are at risk of leaving school. Developed by the Intercultural Development Research Association (IDRA) with support from Coca-Cola USA, this cross-age tutoring program is designed to meet the following objectives (1) reduce dropout rates, (2) enhance students' basic academic skills, (3) strengthen students' perception of self and school, (4) decrease student truancy, (5) reduce student disciplinary referrals, and (6) form school-home-community partnerships to increase the level of support available to students.

The program has recently been approved by the Program Effectiveness Panel of the U.S. Department of Education's National Diffusion Network. In 1988-1990 it was funded by the U.S. Department of Education's Office of Bilingual and Minority Languages Affairs (OBEMLA), and in June 1990, the Coca-Cola Foundation funded a five-year grant to expand the program nationally. Schools in Texas, California, New York, and Florida will serve as replication sites. A multimedia training package will be available for other schools wishing to implement the program. mcw

Maria del Refugio Robledo,
Director
Center for the Prevention and
Recovery of Dropouts
5835 Callaghan, Suite 350
San Antonio, TX 78228-1190
(512) 684-8180
FAX: (512) 684-5389

Project M.A.I.N.E.

Project M.A.I.N.E. (Maine Assists Innovators in Nurturing Excellence) is a technical assistance and career awareness program designed to enable Portland's LEP students to improve their English language skills, establish sound career goals, and to pursue these goals whether they call for college education, vocational training at the regional vocational technical center, or high school courses leading to immediate employment upon graduation. The project develops training materials for use in conjunction with adoption of the program; conducts outreach activities to inform potential users about its purposes and about the availability of assistance from the project in its adoption elsewhere; assists others in adoption of the program by providing training and technical assistance to educational personnel in the preparation, implementation, and evaluation of the program at the replication site; and seeks to ensure and improve its own effectiveness by assessing its success in achieving its own objectives and by monitoring and evaluating the adoption of the program at its replication sites.

Grayce E. Studley, Director
Portland Public Schools
331 Veranda Street
Portland, ME 04103
(207) 874-8135
(207) 874-8100

In 1988, Project MAINE was selected by the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs as a Program of Academic Excellence. mcw

Student Transition and Retention Program (STAR)

This program originated as one of ten national model dropout prevention programs sponsored by the U.S. Department of Education, Office of Adult and Vocational Education. A basic component of STAR is vocational education, with all students completing a vocational course for the purpose of obtaining secure jobs with a future. In addition, STAR helps students to complete their high school studies. Program objectives include recruiting at-risk students; enrolling, advising, placing, and counseling; providing program outreach; enrolling students in a vocational training course; helping students to find employment; and assisting students in obtaining their high school diploma or GED. The majority of participants are not native English speakers, their first language being Spanish or Vietnamese. Mastery of English is a major program component. A major objective of STAR is to serve as a model for other areas for confronting the problem of high school dropouts. jeb

Adrienne Sims, Director
Centennial Education Center
2900 W. Edinger
Santa Ana, CA 92704
(714) 564-5068
(714) 564-5064

NATIONAL NETWORK FOR CURRICULUM COORDINATION IN VOCATIONAL AND TECHNICAL EDUCATION (NNCCVTE)

NNCCVTE is a nationwide network of six curriculum coordination centers sponsored by the U.S. Department of Education, Office of Vocational and Adult Education. The network promotes sharing of curriculum, professional development of state and local educators, research in curriculum design methodology, and coordination of development among states.

East Central Curriculum Coordination Center
Rebecca Douglass, Director
Sangamon State University, F-2
Springfield, IL 62794-9243
(217) 786-6173 (Secretary to the Director)
(217) 786-6375 (Library Services)
(800) 252-IVCC (IL only)

States served are Delaware, District of Columbia, Illinois, Indiana, Maryland, Michigan, Minnesota, Ohio, Pennsylvania, Virginia, West Virginia, and Wisconsin.

Midwest Curriculum Coordination Center
Richard Makin, Contact Person
Oklahoma Department of Vocational and Technical
Education
1500 W. 7th Avenue
Stillwater, OK 74074-4364
(405) 743-5192
FAX: (405) 743-5142

States served are Arkansas, Iowa, Kansas, Louisiana, Missouri, Nebraska, New Mexico, Oklahoma, and Texas.

Northeast Curriculum Coordination Center
Martha J. Pocsi, Director
Catherine R. Liapes, Assistant Director
New Jersey State Department of Education
Division of Vocational Education
Crest Way
Aberdeen, NJ 07747
(908) 290-1900
FAX: (908) 290-9678

States served are Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Puerto Rico, Rhode Island, Vermont, and the Virgin Islands.

Northwest Curriculum Coordination Center
Bill Daniels, Director
Judy Noll, Coordinator
Saint Martin's College
Old Main, Room 478
Lacey, WA 98503
(206) 438-4456
FAX: (206) 459-4124

States served are Alaska, Colorado, Idaho, Montana, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.

Southeast Curriculum Coordination Center
Rebecca Love-Wilkes, Director
Ronda Cummings, Librarian
Mississippi State University
Research and Curriculum Unit
P.O. Drawer DX
Mississippi State, MS 39762
(601) 325-2510
FAX: (601) 325-3296

States served are Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee.

Western Curriculum Coordination Center
Lawrence F. H. Zane, Director
Barbara Luckner-Loveless, Associate Director
University of Hawaii at Manoa
College of Education
1776 University Avenue, Wist 216
Honolulu, HI 96844-0001
(808) 956-7834
(808) 956-6496
FAX: (808) 956-3374

States and regions served are American Samoa, Arizona, California, Commonwealth of the Northern Marianas, Federated States of Micronesia, Guam, Hawaii, Nevada, Republic of the Marshall Islands, and the Republic of Palau.

STATE VOCATIONAL AND TECHNICAL EDUCATION CURRICULUM CENTERS

The curriculum centers identified in this section generally act as research, referral, and resource centers by providing free services to the vocational educators and administrators of each state. The resource center's staff responds to requests in all vocational subject areas including agriculture, business/distributive education, health, home economics, special needs, cooperative education, industrial arts, plus the vocational education concerns of gender equity and guidance. Bilingual and Native American resources are also being added to the resource collection. Specific services available from each center vary, but generally include workshops in curriculum development and use, and the reprinting, production, and dissemination of curriculum and instructional materials.

ALABAMA
Vocational Curriculum Research,
Evaluation Center
James Kendrick, Director
Division of Vocational Education
Services
50 N. Ripley Street
Room 5234, Gordon Persons Building
Montgomery, AL 36130-3901
(205) 242-9108
FAX: (205) 242-9708

ALASKA
Alaska Vocational Materials Library
Ann King, Director
Barbe McClung, Coordinator
Alaska Department of Education
Office of Adult and Vocational Education
P.O. Box F
Juneau, AK 99811
(907) 465-4685
FAX: (907) 465-5297

ARIZONA
Arizona Center for Vocational Education
(ACVTE)
Gaye Luna, Director
Joanie Hoffman, Business Manager
Northern Arizona University
P.O. Box 6025
Flagstaff, AZ 86011
(602) 523-1386
(800) 522-2283
FAX: (602) 523-6395

ARKANSAS
Media Implementation Center
Keith Moore, Director
11330 Arcade Drive, Suite 5
Little Rock, AR 72212-4084
(501) 221-0832
FAX: (501) 221-0834

Arkansas Vocational Curriculum
Dissemination Center (AVCDC)
Bobbie Biggs, Director
Kathrine Slocum, Research Assistant
University of Arkansas
Graduate Education Building, Room 115
Fayetteville, AR 72701
(501) 575-6606
(800) 632-8754 (AR only)
FAX: (501) 575-4681

DISTRICT OF COLUMBIA
Vocational Education Curriculum
Department
Hazel Showell, Director
Miner Resource/Learning Center
601 15th Street, NE
Washington, DC 20002
(202) 724-4212
FAX: (202) 724-5091

FLORIDA
Center for Instructional Development
and Services
Michael J. Hannafin, Director
2003 Apalachee Parkway
Tallahassee, FL 32301-4829
(904) 487-2054
(800) 428-1194

GEORGIA
Vocational Education Curriculum Center
(VECC)
North Georgia RESA
Charles Gibson, Executive Director
Sharon Norman, Curriculum
Development Consultant
Route 3, Box 232-A
Ellijay, GA 30540-9380
(404) 276-1111
FAX: (404) 276-1114

HAWAII
Hawaii Vocational Curriculum Center
Larry Zane, Director
1776 University Avenue, Wist 216
Honolulu, HI 96822
(808) 956-7834
(808) 956-6496
FAX: (808) 956-3374

IDAHO
Idaho Vocational Curriculum
Dissemination Center
Don Eshelby, Director
Cari Manry, Coordinator
University of Idaho
Moscow, ID 83843
(208) 885-6556
(800) 422-6013
FAX: (208) 885-6869

ILLINOIS
Illinois Vocational Curriculum Center
Rebecca S. Douglass, Director
Sangamon State University, F-2
Springfield, IL 62794-9243
(217) 786-6375
(800) 252-IVCC (IL only)
FAX: (217) 786-6036

INDIANA
Vocational Education Services
James Pershing, Executive Director
Carthell Everett, Director
Indiana University
840 State Road 46 Bypass
Room 100
Bloomington, IN 47405
(812) 855-6711
(800) 544-1469 (IN only)
FAX: (812) 855-9156

KANSAS
Kansas Vocational Curriculum
Resources Center
Mark L. Johnson, Director
Darlene Crank, Manager/Secretary
Pittsburg State University
116 Willard Hall
Pittsburg, KS 66762
(316) 235-4629
(316) 235-4628
FAX: (316) 231-4231

Kansas Competency-Based Curriculum
Center (KCBCC)
Ben L. Clay, Coordinator
Washburn University
School of Applied and Continuing
Education
1700 College
Topeka, KS 66621
(913) 231-1010 (Ext. 1534)
FAX: (913) 231-1089

KENTUCKY
Curriculum Development Center
John Horton, Director
2024 Capitol Plaza Tower
Frankfort, KY 40601
(502) 564-2890
FAX: (502) 564-5316

LOUISIANA
Louisiana Technical Resource Center
(LTRC)
Mervin Birdwell, Director
P.O. Box 1159
210 Highway, 3110 South Bypass
Natchitoches, LA 71458-1159
(318) 357-3155
FAX: (318) 357-3108

MAINE
Vocational Curriculum Resource Center
of Maine (VCRCOM)
Sue Donar, Director
Kennebec Valley Vocational Technical
College
P.O. Box 29, Outer Western Avenue
Fairfield, ME 04937-0029
(207) 453-9762 (Ext. 170)
(207) 453-7669
FAX: (207) 453-7732

MASSACHUSETTS
Massachusetts Vocational Curriculum Resource Center
Jim LiaBraaten, Director
758 Marrett Road
Lexington, MA 02173
(617) 863-1863
(800) 356-8272 (MA and CT only)
FAX: (617) 863-9965

MICHIGAN
Michigan Vocational Education Resource Center
Gloria Kielbaso, Director
Cas Heilman, Director
Michigan State University
133 Erickson Hall
East Lansing, MI 48824
(517) 353-4397
(800) 292-1606 (MI only)
FAX: (517) 353-6393

MINNESOTA
Minnesota Curriculum Services Center
Roger Worner, Director
Capitol View 70 W. County Road B-2
Little Canada, MN 55117-1402
(612) 483-4442
(800) 652-9024 (MN only)
FAX: (612) 483-0234

MISSISSIPPI
Research and Curriculum Unit
James F. Shill, Director
Mississippi State University
Research and Curriculum Unit
P.O. Drawer DX
Mississippi State, MS 39762
(601) 325-2510
FAX: (601) 325-3296

MISSOURI
Instructional Materials Lab (IML)
Harley Schlichting, Director
University of Missouri-Columbia
8 London Hall
Columbia, MO 65211
(314) 882-2841

MONTANA
Montana Center for Research, Curriculum and Personnel Development
Gus Korb, Director
Northern Montana College
Box 7751
Havre, MT 59501
(406) 265-2841
FAX: (406) 265-3777

NEBRASKA
Nebraska Vocational Curriculum Resource Center
Lyle Colsden, Director
University of Nebraska at Kearney
West Campus, W 206
Kearney, NE 68849
(308) 234-8462
(308) 234-8464
FAX: (308) 234-8669

NEW HAMPSHIRE
Learning Resources Center (LRC)
Judith Hildebrandt, Coordinator
Keene State College
Mason Library
Keene, NH 03431
(603) 358-2750
(603) 358-2749
FAX: (603) 357-7317

NEW MEXICO
Vocational Information and Program Services (VIPS)
Carol Bell, Project Director
351 Rio Communities Boulevard
Belen, NM 87002
(505) 864-2823
(800) 247-8477 (NM only)
FAX: (505) 865-3095

NORTH DAKOTA
North Dakota Vocational Curriculum Library
Jane Schulz, Director
Bismarck State College
1500 Edwards Avenue
Bismarck, ND 58501
(701) 224-5487

OHIO
Instructional Materials Laboratory

842 W. Goodale Boulevard
Columbus, OH 43212
(614) 292-4277

Ohio Agriculture Education Curriculum Materials Service
Roger Roediger, Director
254 Agriculture Administration
2120 Fyffe Road
Columbus, OH 43210-1010
(614) 292-4848
FAX: (614) 292-7007

OKLAHOMA
Curriculum and Instructional Materials Center (CIMC)
Brenda Stacy, CIMC Coordinator
John W. Friedemann, Marketing Coordinator
Oklahoma State Department of Vocational Technical Education
1500 W. 7th Avenue
Stillwater, OK 74074-4364
(405) 377-2000 (Ext. 589)
(800) 654-4502
FAX: (405) 743-5154

Oklahoma State Department of Vo-Tech Resource Center
Denise Dow, Director
1500 W. 7th Avenue
Stillwater, OK 74074-4364
(405) 743-5161
(800) 522-5810 (OK only)
(800) 654-4502
FAX: (405) 743-5541

PENNSYLVANIA
PDE Resource Center
Evelyn Werner, Director
VEIN (Vocational Education Information Network)
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333
(717) 783-9192
FAX: (717) 783-5420

SOUTH CAROLINA
Vocational Curriculum Development Section
Robert T. Benson, Director
Office of Vocational Education
1831 Barnwell Street
Columbia, SC 29201
(803) 253-4029

SOUTH DAKOTA
South Dakota Curriculum Center (SDCC)
Wendy Bonaiuto, Director
Judi Zikmund, Director of Vocational Resources
205 W. Dakota
Pierre, SD 57501-4502
(605) 224-6287
FAX: (605) 224-8320

TENNESSEE
Division of Vocational Education Curriculum Center
Lynne Cohen, Director
Tennessee Department of Education
214 Cordell Hull Building
Nashville, TN 37243-0383
(615) 741-1931
FAX: (615) 741-6236

TEXAS
Home Economics Curriculum Center (HECC)
Marilyn Wragg, Director
Texas Tech University
P.O. Box 41161
Lubbock, TX 79409-1161
(806) 742-3029
FAX: (806) 742-3034

Instructional Materials Service
Neil Overstreet, Coordinator
Texas A & M University
F.E. Box 2588
College Station, TX 77843
(409) 845-6601
FAX: (409) 845-6296

Educational Development and Training
Center
Mary Hendrix, Director
East Texas State University
Mayo Hall
Commerce, TX 75428
(903) 886-5624
(800) 356-3382
FAX: (903) 886-5744

Extension Instruction and Materials
Center (EIMC)
Kathryn R. Allen, Director
University of Texas at Austin
P.O. Box 7218
Austin, TX 78713-7218
(512) 471-7716 (Ext. 203)

VERMONT

Vocational and Home Economics
Resource Materials (VHERM)
Linda Desjarlais, Center Manager
Irene Shover, Coordinator
Oxbow Vocational Center
Box 618
Bradford, VT 05033
(802) 222-5212 (Ext. 32)
FAX: (802) 222-9002

VIRGINIA

Virginia Vocational Curriculum and
Resource Center (VVCRC)
Peggy L. Watson, Project Director
Suzanne B. Trevvett, Writer/Editor
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Glen Allen, VA 23060-2208
(804) 262-7439

WASHINGTON

Northwestern Curriculum Coordination
Center
William Daniels, Director
Judy Noll, Coordinator
Saint Martin's College
Lacey, WA 98503
(206) 438-4456
FAX: (206) 459-4124

WEST VIRGINIA

Vocational Curriculum Laboratory
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OERI REGIONAL EDUCATIONAL LABORATORIES

Ten regional educational laboratories were established by the Office of Educational Research and Improvement (OERI), U.S. Department of Education to focus on school improvement throughout the United States. The labs conduct applied research, development, and technical assistance for educators, parents, and decisionmakers. The educational improvement mission of the labs is facilitated through five functions (1) working with other regional organizations to apply research and improve schools; (2) assisting state-level policymakers on the implications of education research and practice for policies and programs; (3) conducting applied research and developing materials, programs, and publications that support the mission of school and classroom improvement; (4) collaborating with other laboratories, research centers, and national associations to extend and enhance related research and development; and (5) developing effective internal management, governance, planning, and self-evaluation, as well as reviewing regional needs and developments.

Appalachia Educational Laboratory (AEL)
AEL serves as the regional educational lab for Kentucky, Tennessee, Virginia, and West Virginia. To address the goals toward the improvement of professional quality, curriculum and instruction, community support, and equal educational access for all students, the Lab operates the following eight projects: (1) Classroom Instruction program (teachers), (2) School Governance and Administration program (school administrators and school board members), (3) Colleges and Schools program (colleges for teacher education), (4) State Policy program (policymakers), (5) Information Services program (direct services to educators), (6) Community Liaison to Urban Education program (underrepresented groups), (7) Rural, Small Schools program (rural citizens and educators), and (8) Rural Excel program (with State Education Agency and Local Education Agency personnel).

Under the Community Liaison to Urban Education program, the concerns, interests, and special needs of underrepresented groups are assessed and addressed in AEL's program and activities.

The Rural, Small Schools program provides information about promising current practices and seeks to set up technology-based networks of local schools with college libraries. The Rural Excel program works with state and local educators to develop, test, and disseminate appropriate new learning materials and processes for rural schools. AEL also operates the ERIC Clearinghouse on Rural Education and Small Schools and publishes *The Link* newsletter. jeb

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Far West Laboratory for Educational Research and Development (FWL)

FWL provides advanced learning and effectiveness for educators, parents, and policymakers through research, applications, and partnerships. Services include instructional development, staff training analysis and design, organizational design, evaluation, research, technical writing, and information dissemination. Products include program guidelines, handbooks, manuals, resource directories, information catalogs, audiovisual materials, curriculum models and materials, institutional designs, conference proceedings, and evaluation and research reports. FWL also participates in research, development, and technical assistance projects on such topics as essential skills, experience-based career education, staff development, and initiatives to improve opportunities for minority and female students. jeb

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Mid-Continent Regional Educational Laboratory (McREL)

McREL serves as the regional educational laboratory for Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming. The mission of McREL is to create a community of support among those individuals and organizations interested in learning how to help schools meet the needs of an ever changing society. The key strategy McREL uses is to identify and encourage the use of knowledge that improves education. McREL activities include the dissemination of policy information, product development, networking, training, and technical assistance.

Examples of activities include studies of special populations (e.g., urban dropouts, students in small schools, and Native American and Hispanic youth) to identify potential educational problems; networks of people with common interests in urban schools, equity, and higher education; a state policy and trends database which provides basic information on education issues; and strategies for improving services to small, rural schools. McREL's Equity Center works to increase access to quality education for all students and disseminates information to increase awareness of equity issues and identify successful programs for reducing bias and stereotyping. Acting as a clearinghouse, the Equity Center links a computerized database on twenty major equity issues to potential users.

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Publications include the *McREL Update* newsletter; *Noteworthy*, an annual magazine; *Heartland*, the newsletter of McREL's Equity Center; and *Policy Notes*, a bimonthly summary of issues relevant to educational policymakers. sck

North Central Regional Educational Laboratory (NCREL)
One of ten regional educational laboratories established by OERI, U.S. Department of Education, to focus on school improvement throughout the United States, NCREL designs its work to meet needs related to educational research and development and provides information and services to a region including the states of Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. Assessment of the needs of educators and policymakers in the region have revealed issues in the following three program areas: (1) improving curriculum and instruction to ensure that all elementary and secondary students acquire capabilities necessary for functioning in the twenty-first century; (2) enhancing the education professions to attract, develop, and reward excellence among classroom teachers, school administrators, and other education professionals; and (3) strengthening school partnerships to broaden participation in educational improvement efforts by parents, policymakers, and community leaders.

NCREL's activities work toward the improvement of education for students in elementary and secondary schools by networking specific groups of educators and policymakers, promoting conferences, and providing specific staff development information and assistance. Activities have addressed rural issues, school restructuring, reading improvement, educational improvement, literacy, policy study and analysis, at-risk students, and rural education. The *Clipboard* is the newsletter published for NCREL's constituency. sck

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Northwest Regional Educational Laboratory (NWREL)
Serving Alaska, Idaho, Montana, Oregon, and Washington, NWREL conducts applied research and provides development and technical assistance to educators, parents, and decisionmakers designed to improve outcomes for children, youth, and adults. The *Northwest Report* newsletter serves NWREL's constituents. jeb

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Pacific Region Educational Laboratory (PREL)
PREL helps schools improve educational outcomes for children, youth, and adults. The mission is carried out by assisting educators, families, government, community agencies, business, and labor in maintaining cultural literacy and improving quality and equality in educational programs and processes through forums, research, technical assistance, evaluation, training, information resource activities, and product and procedure development and/or dissemination. PREL serves Pacific children and educators in American Samoa, Commonwealth of the North Mariana Islands, Federated States of Micronesia, Guam, Hawaii, Republic of the Marshall Islands, and Republic of Palau. jeb

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Regional Laboratory for Educational Improvement of the Northeast and Islands
The Regional Laboratory for Educational Improvement of the Northeast and Islands serves the area of Connecticut, Maine, Massachusetts, New Hampshire, New York, Puerto Rico, Rhode Island, Vermont, and the Virgin Islands. A variety of programs and activities in three broad initiatives support a unifying theme. Designing Schools for Enhanced Learning is a multifaceted technical assistance and action research initiative designed to promote a fundamental reconceptualization of student and school success. A Regional Policy initiative supports policy development and implementation activities in areas related to maintaining a quality educator workforce in the region. School Improvement Services offers information, training, consultation, and other services to a wide variety of clients. The *Regional Lab Reports* is a topical newsletter published three to four times per year focusing on an aspect of making schools work for the success of all students. jeb

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Research for Better Schools (RBS)
RBS serves Delaware, District of Columbia, Maryland, Pennsylvania, and New Jersey. RBS conducts research and policy studies on key education issues including assessment, at-risk youth, school-to-work transition, and critical thinking; develops improvement approaches and services for schools; provides consultant services to state leaders; develops products for special populations; and participates in national networking activities with other regional laboratories to enhance the use of products and knowledge. RBS publishes a newsletter, *RBS Project Brief*, which is distributed nationally. sck

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SouthEastern Regional Vision for Education (SERVE)

The mission of SERVE is to provide leadership, support, and research to assist state and local efforts in improving educational outcomes in the Southeast region, especially for at-risk and rural students. SERVE represents a coalition of business leaders, governors, policymakers, and educators who are seeking systemic, lasting improvement in education. The states involved in the consortium are Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina.

SERVE proposes to address critical issues that are shared throughout the region, work as a leader and catalyst to promote systemic educational improvement, serve as a broker of exemplary practices and state-of-the-art research, and become an invaluable source of information for existing organizations working to promote educational improvement. To improve educational outcomes, especially for at-risk students, SERVE has scheduled the following five annual areas of emphasis: (Year 1) improve math, science, and computer education; (Year 2) provide safe, drug-free schools; (Year 3) increase the graduate rate; (Year 4) improve student achievement and citizenship; and (Year 5) expand adult literacy and lifelong learning.

Examples of research and development activities SERVE will conduct include developing and field-testing a rural school-business partnership model and network; developing site-based accountability models—local measures of effectiveness; studying the effects of incentive programs on reducing dropout rates and on improving school conduct, academic achievement, and attendance of at-risk students; and evaluating the impact of videocommunications and other telecommunications technology on rural school education. SERVE will conduct and disseminate topical research, technical assistance, and other Laboratory products via teleconferences, videotapes, satellite downlinks, public broadcasting, interactive videodisc technology, and through a network of rural education professionals. sck

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Southwest Educational Development Laboratory (SEDL)

SEDL has identified a series of six goals: (1) promote effective home-school-community connections that foster success for at-risk students, (2) improve transition from early childhood education to elementary school, (3) promote leadership and facilitate change for education professionals, (4) ensure that state-level

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policy is informed by research on best practices, (5) support rural school technology and initiatives for rural at-risk students, and (6) improve the achievement of at-risk students in math and science. SEDL also administers a minority internship program; functions as a Center for Language Minority Population Projects and as Texas' Title VII Multi-Functional Resource Center; conducts Paso Partners, a staff development program for limited-English proficient (LEP) instructors; and operates a Regional Rehabilitation Exchange, providing information and technical assistance on exemplary vocational rehabilitation programs for adults in transition to employment and independent living. SEDL serves the states of Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. jeb

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This listing can help in providing addresses and phone numbers of contact people who can facilitate individual and group efforts to utilize the most current and relevant advice, information, and services available to children within each state.

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